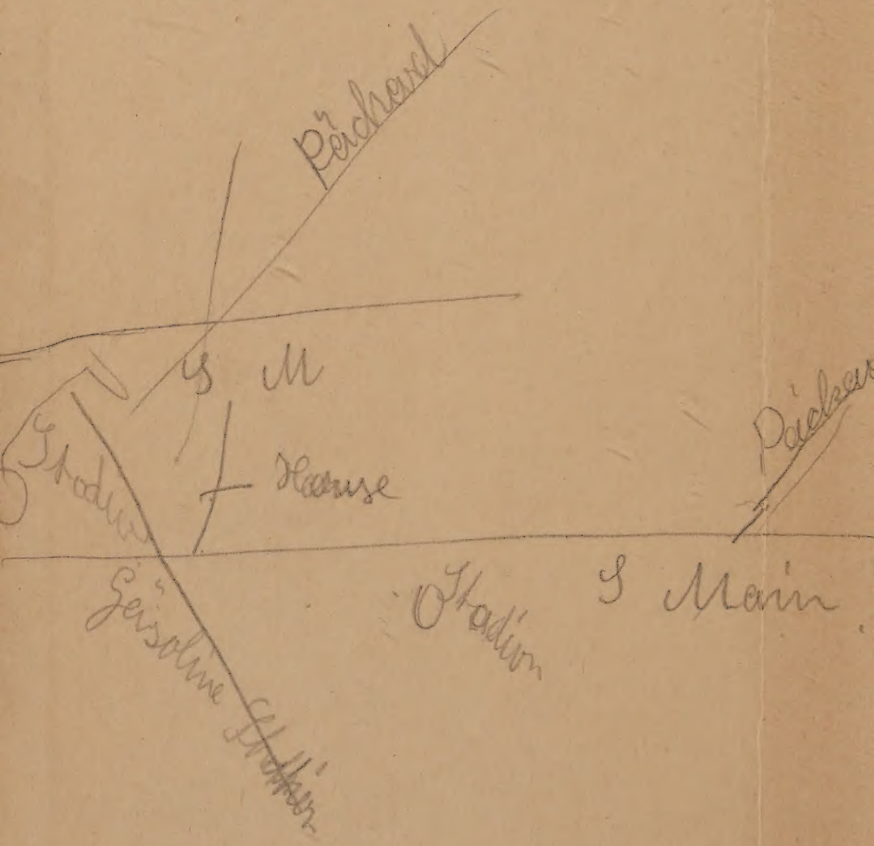
ENGLISH FOR COMING CITIZENS

H. H. GOLDBERGER

402 Snyder St.

L. H Holloway Telephon 5332



Gottfried Hartmann

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ENGLISH FOR COMING CITIZENS

BY

HENRY H. GOLDBERGER

PRINCIPAL OF PUBLIC SCHOOL 18, NEW YORK CITY

INSTRUCTOR IN METHODS OF TEACHING ENGLISH TO FOREIGNERS, COLUMBIA UNIVERSITY

ILLUSTRATED

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TO MY WIFE

FOREWORD

The World War has brought home to us, now as never before, the need for effectively Americanizing the millions of non-English-speaking residents of the United States. The first and perhaps the most important step in this process is the acquisition of English, the tongue in which America thinks and expresses itself; for although the bonds of language are thinner than air, they are more binding than strongest links of iron.

The foreigner in this country has, relatively, a greater need for knowing how to speak English than he has for knowing how to read, and he has a far greater need for knowing how to read than he has for knowing how to write. Moreover, language teachers are agreed that speaking is the psychological basis for reading and writing, and not that reading and writing are the psychological bases for speaking. On this principle the content of the book has been largely selected and organized.

The lessons have been written with the purpose of being usable at once by the learner in expressing his needs in English to English-speaking people. In learning a language nothing is more encouraging than to be able to make oneself understood, even though it be only in one sentence. It

must be remembered that most of our foreigners are adults learning a new language under extreme difficulties, and academic instruction in English is, perhaps, the chief reason why so few foreigners have taken the trouble to acquire our language in the schools.

Logically, the word is simpler than the sentence, but psychologically the sentence is simpler than the word. The unit of advance is not, therefore, the single word but rather the sentence, or, better still, the topic. No one ever was able to use a language by learning the words dictionary fashion. Words in this book are, therefore, taught in their proper settings in sentences with their proper associates rather than as disparate facts.

The school furnishes neither the atmosphere nor the situations in which foreigners must express themselves in English on any but school topics. Imaginative situations by means of dramatization can, however, duplicate life conditions and can be as compelling as life itself. The varied aspects of life—home, vocational, recreational, educational, spiritual—have been drawn upon to furnish topics for conversation and to supply the necessary idiomatic English.

The author acknowledges his debt to the many teachers who have served under him and upon whose experience he has not hesitated to draw.

New York City, September, 1918.

CONTENTS

LESSON		PAGE
	PRINCIPLES OF METHOD	xi
I.	IN SCHOOL	1
II.	LEARNING TO SPEAK ENGLISH	3
III.	TO OPEN THE DOOR	5
IV.	GOING TO SCHOOL	7
V.	WASHING MY HANDS	9
VI.	GETTING A DRINK OF WATER	10
VII.	TO BATHE	12
VIII.	HE AND I	14
IX.	TO TAKE A BATH IN THE OCEAN	16
X.	NUMBERS	18
XI.	IN THE SCHOOLROOM	20
XII.	THE DOCTOR	22
XIII.	EATING BREAKFAST	24
XIV.	THE BODY	26
XV.	THE BODY (CONTINUED)	27
XVI.	MY ROOM	29
XVII.	MAKING A BED	31
XVIII.	LESSON ON PAST TIME	32
XIX.	PICTURES FOR CONVERSATION	36
XX.	THE TAILOR	37
XXI.	LOOKING FOR WORK	39
XXII.	THE CUTTER	41
XXIII.	REVIEW EXERCISES	42
XXIV.	MY JOURNEY TO AMERICA	44

LESSON		PAGE
XXV.	The Week	46
XXVI.	Telling Time	48
XXVII.	Review Exercises	50
XXVIII.	At Home	51
XXIX.	To Make a Fire	54
XXX.	Hours of Work	55
XXXI.	The Bakery	56
XXXII.	Colors	58
XXXIII.	Review Exercises	59
XXXIV.	Number Exercises	61
XXXV.	United States Money	62
XXXVI.	Fractions	65
XXXVII.	Depositing Money	67
XXXVIII.	Taking in Washing	69
XXXIX.	At the Restaurant	71
XL.	In the Barber-Shop	73
XLI.	My Family	75
XLII.	Adjectives	77
XLIII.	Time-Table	78
XLIV.	Negative Statements	81
XLV.	Do, Does	82
XLVI.	Time-Table	84
XLVII.	Possessives	85
XLVIII.	Possessives (continued)	87
XLIX.	Pullman Cars	88
L.	Milk	90
LI.	Relative Pronouns	92
LII.	Am, Is, Are	93
LIII.	Conversation About Trains	95
LIV.	Renting a Flat	97
LV.	An Accident	99
LVI.	Boots and Shoes Made to Order, Fine Repairing Done	101

LESSON		PAGE
LVII.	Buying Shoes	103
LVIII.	Review	106
LIX.	Buying a Hat	109
LX.	Singular and Plural	111
LXI.	Contractions	112
LXII.	Words That Tell "How" or "In What Manner"	114
LXIII.	Prepositions	116
LXIV.	The Progressive Form	118
LXV.	Asking Your Way	120
LXVI.	Forms Used in Letters	122
LXVII.	Letter Asking for Information	124
LXVIII.	Number Exercises	127
LXIX.	Ordering Goods by Mail	129
LXX.	Letter of Complaint	130
LXXI.	Notice of Removal	131
LXXII.	Letter of Complaint	133
LXXIII.	Addressing an Envelope	134
LXXIV.	Excuse for Absence	135
LXXV.	At the Theatre	137
LXXVI.	You	140
LXXVII.	In a Department Store	142
LXXVIII.	Conversation Exercises	144
LXXIX.	Public Signs	146
LXXX.	Conversation Lesson on Signs	148
LXXXI.	The Weather	150
LXXXII.	Conversation on the Weather	152
LXXXIII.	Conversation on Trade-Schools	154
LXXXIV.	He, She, It, They	156
LXXXV.	His, Her, Their	157
LXXXVI.	Vegetables	159
LXXXVII.	Theatre Exits	161
LXXXVIII.	Present Perfect	163

LESSON		PAGE
LXXXIX.	The Seasons	165
XC.	Safety First	168
XCI.	An Invitation to the Theatre	171
XCII.	Changing Position	174
XCIII.	Changing Position (continued)	177
XCIV.	How Mr. Nelson Furnished His Flat	180
XCV.	How Mr. Nelson Furnished His Flat (continued)	183
XCVI.	Our School Dance	186
XCVII.	The Policeman	188
XCVIII.	The Post-Office	191
XCIX.	Cash or Credit	197
C.	What Is Your Advice?	199
CI.	Obtaining a License	201
CII.	What To Do in Case of Fire	204
CIII.	Fire Prevention	206
CIV.	Mosquitoes	210
CV.	What They Learned	212
CVI.	Our Food	215
CVII.	Our Patriotic Assembly	217
CVIII.	Becoming a Citizen of the United States	222
CIX.	Becoming a Citizen of the United States (continued)	224
CX.	Becoming a Citizen of the United States (concluded)	227
CXI.	Questions	229
	Appendix	231

PRINCIPLES OF METHOD

The content as well as the methods of teaching English to foreigners is controlled by principle rather than by caprice. Desirable as it would be to teach our non-English-speaking people all that is usually included under the head of English, it is manifestly impossible to do so. Everything cannot be taught at once; some things are of more pressing value than others, and some basis must be had for further growth and development. Moreover, immigrant pupils do not subject themselves to instruction for long enough periods to warrant undertaking and planning a "thorough" course in English during the first critical term of their instruction. Unless some basis for selecting vocabulary, sentence-structure, topics for discussion, conversation, reading, and writing be at hand, the teaching must necessarily be haphazard, unorganized, formal, and academic. Such instruction in the past has been responsible for the relatively slight attractiveness of English classes for adult foreign-born pupils and for the school's consequent failure to Americanize them.

The Principle of Use

Non-English-speaking immigrants in America have an immediate need to learn such English as will enable them to find their way among English-speaking people, to im-

prove their conditions, to escape injury, and to make known their immediate pressing daily needs. They must be taught English which they can therefore use at once to satisfy these immediate pressing needs not only because the needs are pressing but because the satisfaction of present desires is the surest guarantee of the development of future larger needs in learning English. To the foreigner, ability to speak English is of greater value than ability to read English; the former gives him the power to communicate his thoughts, the latter the power of receiving the thoughts of others. Writing in English is even less necessary for the foreigner than is reading, because his writing is limited by his desire to communicate with English-speaking people in letter forms.

Not only is speaking more vitally necessary for foreigners learning English in America than are either reading or writing, but it is also psychologically and pedagogically the basis for reading, as reading is the basis for writing. Hence the emphasis in this book at all times on conversational English which the pupil can immediately use outside of the classroom and which at the same time serves to stimulate his desire to read and to write.

The process of speaking English is a highly complicated one, requiring many minute skilful adjustments, and, like all other abilities requiring skill, can be acquired only in use, in practice, and not *in vacuo*. Professor John Dewey tells us of a school which attempted to teach swimming by letting the pupils go through the motions on dry land

until they were able to move arms and legs in the prescribed manner. Some one asked a pupil what happened when he got into the water. "Sunk" was the answer. Skill in using a language, and particularly the English language, cannot be acquired by going through the motions. We cannot teach foreigners conjugations, declensions, isolated words, and expect them to know anything else but conjugations, declensions, and isolated words. If they use English sentences in making known their thoughts it will be in spite of, not because of, such instruction.

Professor Sweet calls attention to the "arithmetical fallacy" in teaching languages. He means by that that a language is not the sum of all its parts. Knowing ten, twenty, fifty, or two hundred individual isolated words will not enable a learner to put them together in those permutations and combinations which we call idiomatic English. Furthermore, learning isolated words is the most expensive and least fruitful process, because the mind does not acquire easily or retain for long impressions which are not connected, bound up, or associated with other impressions. Teaching a language means establishing neural pathways—associations—between objects, experiences, or ideas and the conventional symbols which represent those ideas. Single words are not easily remembered because the mind has nothing with which to remember them, whereas a word in a meaningful series, *i. e.*, the sentence, is remembered easily because the other words in the sentence help to reinstate it.

Teachers who desire their pupils to use English as a means

of communication have long since abandoned the process of building a vocabulary of individual words and of teaching these words as isolated elements. In this book a vocabulary is built up in use, in sentences which are usable at once just as they are learned in the classroom. This is not only sound pedagogy but sound practice. The foreigner demands, and is entitled to receive, instruction which he may turn to use at once, and he resists and therefore refuses to continue under instruction which promises him potential ability in the remote future.

Logical and Psychological Considerations

When the teacher or the author of a book is conscious primarily of his subject-matter he develops it according to the logic of his subject. Logically, the letters of the alphabet, syllables, and single words ought to be taught before sentences. Psychologically, however,—when we are thinking of the learner,—the sentence is easier than the single word, the syllable, or the letter, because it has value, interest, and meaning for the learner. Psychological rather than logical considerations determine for the teacher his order of procedure and for an author of a text-book for foreigners the organization of his material. The lessons in this book appear, therefore, in their psychological rather than in their logical order. Logically, all lessons on verbs might have been grouped and arranged in the order of their grammatical importance. The lessons on school topics might have been arranged to follow each other in

one part of the book; the lessons on industries might have followed in another part of the book. This arrangement, while satisfying the logic of the subject-matter, would have been of little value either to the teacher or to the learner. Instead, in arranging the sequence of lessons the author has chosen to be guided by such psychological considerations as—

1. What is most useful, most interesting, most vitally necessary for the learner.
2. What will stimulate him to acquire new needs and interests in learning English.
3. What is the order of difficulty in acquiring the ability to speak English as a second language and then to read it and to write it.

HOW TO USE THE BOOK

Oral Development

Every lesson consists of two parts: the texts and exercises based on the texts. Since language is learned primarily through the ear, the subject-matter of a text must in all cases be developed orally by means of dramatizations and of objects. In developing the lesson the teacher performs the act—shows the object, or a picture of the object, and speaks the accompanying sentence, *e. g.:* "I take my hat off." She then calls upon several pupils in turn to perform the act and speak the sentence. When the entire lesson has thus been developed, and when the pupils understand the meaning of every sentence in the lesson, they are

instructed to open their books to the proper page. Now the eye is called upon to help out the ear. The teacher once more performs the acts and *reads* the sentences in the book. The pupils are again called upon to perform the act and at the same time to read the sentences in the book. Thus a double association will be established between the ideas, the spoken words, and the printed words.

The exercises following each lesson have three functions:

1. They test the pupils' understanding of the English sentences taught in the text.
2. They provide further varied drill on sentence structure, which the learner uses in conversation.
3. They provide a natural reason—a motive—for rereading the text.

At the beginning, the teacher reads the exercises and the more advanced pupils are called upon to answer. Later, one pupil asks the questions in the exercises and other pupils answer.

Number Work

Adult foreigners have a concept of number, and the object of number lessons in this book is to teach them a new name for concepts which they already possess. Objects in the room, such as desks, hats, eyes, fingers, etc., should be counted and heights, distances, and weights measured in English denominations. The exercises following number lessons serve to introduce in a conversational way such simple operations as a foreigner must under-

stand. Other exercises will readily suggest themselves to the teacher and should be based entirely on the present interest of the learner.

Physical Training (Lesson XIV)

The names of the parts of the body must be taught. Instead, however, of teaching them artificially, catalogue fashion, by pointing to them and saying, "This is my hand, my foot, my knee, my shoulder, my hip," etc., the names of the parts of the body have been introduced into a series of setting-up drills, valuable on their own account, and at the same time teaching the meanings of the words naturally and in a context which pupils will frequently hear and frequently use. The teacher illustrates the meaning of each order as given and the pupils carry out the directions by imitation. In succeeding lessons each pupil should be called upon in turn to give the directions while the rest of the class obeys them. Usually not more than three or four exercises need be taken during any one lesson.

Conversation

The lessons based on conversations require pupils to make use of their previously acquired vocabularies and gradually to learn to think in English. The teacher must encourage many pupils to participate in the conversations and in the exercises which follow them. Considerable interest may be secured by dramatizing the situations and by varying the content of the conversation, as suggested in the exercises.

Reading

Reading means getting thought from the printed page. Testing reading ability requires something more than asking a pupil to read aloud. He may be able to "call words" and yet the words may carry no meaning to him. The exercises following each reading lesson will test the pupil's ability to understand the thought. As an aid to true reading, the following procedure is suggested to teachers:

1. Introduce the reading-matter orally by interesting the pupils in the subject-matter of the lesson. The introduction may be a discussion of a picture, a previously related experience, or an oral presentation of the subject-matter of the lesson. The oral introduction ought at the same time to make clear to the learner new language forms which will occur in the reading lesson, to teach him the pronunciation of words over which he would stumble, and to teach him the rapid recognition of new words on the blackboard.
2. Read the selection orally to the pupils.
3. Let the pupils read the selection silently.
4. Test the pupils' comprehension of the reading material by (a) conversations—(b) questions and exercises—(c) a dramatization of the situation described—(d) requiring pupils to obey directions given.
5. Call upon a number of pupils to read orally.

Writing

The lessons and exercises requiring pupils to write have been arranged in the order of their difficulty:

1. Copying words and sentences.
2. Filling in blanks such as "My name is——. I live at ——.
3. Answering such questions as are given in the exercises. At the beginning pupils are required to supply one or two words, which they will find in the text. Later, pupils answer in complete sentences of their own.
4. Dictation of easy sentences to be corrected by comparison with the text.
5. Copying letter forms (see pages 122, 123).
6. Dictation of letter forms.
7. Writing simple letters after the pupils have studied the models. The topics for original letters are not intended for all pupils. Select such letters for your class as will be useful.

Phonics

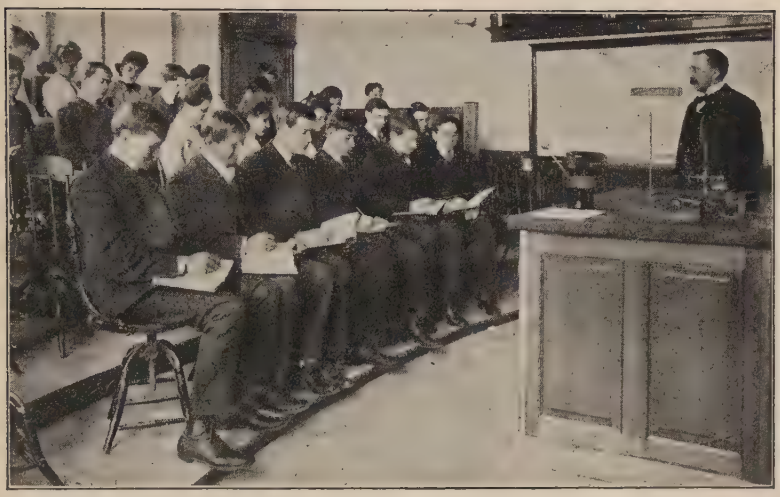
Pupils who can read and write in their own language have little difficulty in learning the sounds of English letters and phonograms. Illiterate pupils do have such difficulty, and for them the following procedure is suggested:

1. Teach illiterates to recognize and to read an entire sentence, *e. g.:* "I take a seat."
2. Drill them on recognizing single words by writing the words on different parts of the board, on cards, and by finding them in the book.
3. After they can recognize about fifty words, analyze these words into their sound elements, *e. g.:* m – an; t – ake; h – at; s – it; n – ame; r – ead; l – ook.
4. Build new words by the combination of two known elements. Thus they know *s* from *sit* and *at* from *hat*. Teach them to recognize *sat*. Knowing *ame* from *name*, pupils can be taught to recognize *same*, *shame*, *lame*, *fame*, *game*, etc.

Showing the effect of the change in the sound of a word when silent *e* is added, *e. g.:*

rat	rate	not	note
bit	bite	cut	cute

Caution.—Words used as a basis for phonic analysis must be understood by the pupils and new words built by phonic synthesis must also be real words the meaning of which is clear. Not more than ten minutes at a time can profitably be devoted to an exercise of this kind.



LESSON I

IN SCHOOL

(The teacher should illustrate the meaning of each sentence by performing the appropriate action as the sentence is spoken. A number of pupils should then be called upon to repeat the actions and the sentences. The sentence may then be placed on the board for the pupils to copy. Pupils may now be called upon to read the sentences and to illustrate the meaning by once more going through the actions.)

Come in, gentlemen.

Come in, ladies.

Please take seats.

I come into the room.
I take my hat off.
I say "Good evening."
I sit down.
The teacher gives me a book.
The teacher gives me a piece of paper.
I write my name on the paper.
My name is .....

EXERCISES

(To be read at first by the teacher and later by pupils.)	(To be read and acted by pupils.)
Come in, Mr.	I come into the room.
Take a seat.	I take a seat.
Take a book.	I take a book.
Take a piece of paper.	I take a piece of paper.
What is your name?	My name is .....
What is my name?	Your name is .....
What is this man's name?	His name is .....
What is this woman's name?	Her name is .....
How are you, Mr. .....?	I am very well, thank you.

NOTE.—Several pupils should be required to go through these exercises.

LESSON II

LEARNING TO SPEAK ENGLISH

(Illustrate sentences by actions and objects as in previous lesson.)

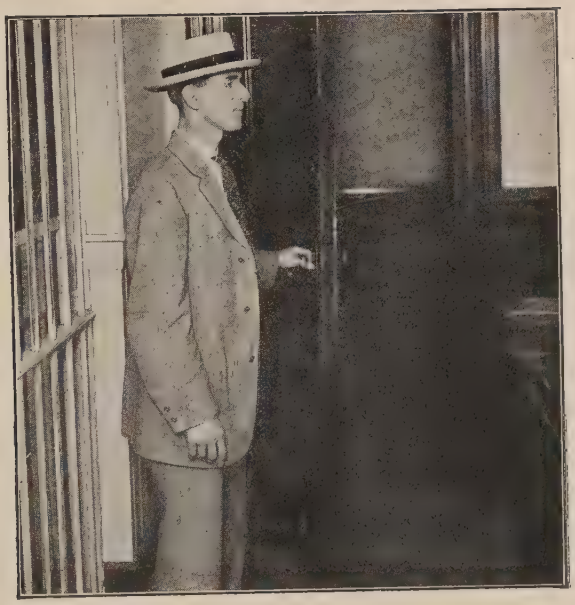
I go to school.
I come into the room.
I learn to speak English.
I can speak a little.
I learn to read English.
I can read a book.
I learn to write my name.
I understand what the teacher says.
I do not understand every word.
I understand a little.

EXERCISES

(To be read at first by the teacher and by one pupil, then by two pupils. The question may then be read by teacher or pupil and the class give the answer from memory.)

Can you understand me?
Yes, I can understand you.

Can you speak English?
I can speak a little.
Can you write your name?
Yes, I can write my name.
Can you read?
Yes, I can read a little.
Have you a pencil?
Yes, I have a pencil.
Please take your book, Mr. .....
Open the book, Mr. .....
Write your name on the paper, Mr. .....
Is your name John?
No, my name is .....
Can you understand the teacher?
Yes, I can understand the .....
Can you understand me?
No, I cannot ..... you.
Where do you learn to speak English?
I learn to speak English at school.
Where do you learn to read English?
I ..... to read English at school.
What is your teacher's name?
My teacher's name is .....



LESSON III

TO OPEN THE DOOR

I go to the door.
I turn the knob.
I open the door.
I walk into the room.
I shut the door.
I walk to my seat.
I sit down.

EXERCISES

(Directions to be read by the teacher or by a pupil and to be carried out by pupils. Pupils slow to understand may be grouped with other pupils who are quick. Pupils performing the acts should speak the sentence describing the act.)

Mr. ....., go to the door.

Please open the door.

Please go to the window.

Open the window, please.

Now, shut the door and shut the window, also. Thank you.

Sit down, please.

What do I open?

What do I turn?

What do I shut?

Who walks into the room?

For Reading and Writing

I ..... the window.

I walk into the .....

I ..... the door.

I ..... the knob.

I ..... down.

Is the door open?

Is the door shut?

LESSON IV

GOING TO SCHOOL

I put on my hat and coat. I say "Good-by." I walk to school. I enter the building. I come into the room. The teacher is in the room. I say "Good evening." The teacher says "Good evening." I take my hat and coat off. I sit down. I write my name on a piece of paper.

EXERCISES

(To be read aloud and acted by the pupils.)

Mr. ....., do you walk to school? Yes, I walk to school.

Does Mr. ..... walk to school? No, he rides to school.

Walk around the room, Mr. ..... I am walking around the room.

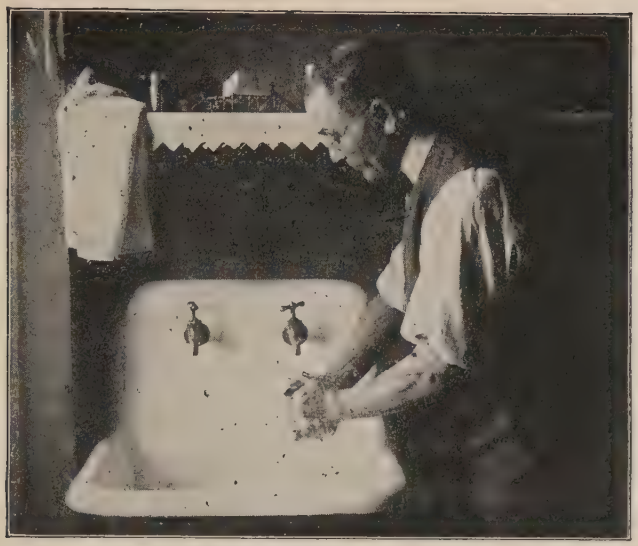
Walk to the front of the room. I .....

Walk to the back of the room. I am walking .....

Please put your hat on. I am putting my .....
Take your hat off, please. I am taking .....
It is cold. Put your coat on.
Stand, please, and put your hat on.
Say "Good-by" to the class.

Answer These Questions

To whom did you say "Good-by"?
How do you go to school?
What do you enter?
What do you wear when you go to school?
What do you take off in the room?
Where do you write your name?
What is on your desk?
With what do you write your name?
On what do you write your name?
Who is in the room?
What do you say to the teacher?
What does the teacher say?



LESSON V

WASHING MY HANDS

My hands are dirty. I turn up my sleeves. I take soap from the dish. I dip the soap into the water. I rub the soap on my hands. I wash my hands in the water. I dry my hands on a towel. My hands are clean.

EXERCISES

Are your hands clean or dirty?

My hands are .....

What do you turn up?
I ..... up my sleeves.
Where is the soap?
The soap is in the .....
Where do you dip the soap?
I ..... the soap into the water.
What do you rub on your hands?
I rub the ..... on my .....
With what do you dry your hands?
I dry my hands with a .....

LESSON VI

GETTING A DRINK OF WATER

I am very thirsty. I go to the sink. I take a glass. I turn the faucet. I let the water run. I fill the glass. I drink the water. I throw what is left into the sink. I rinse the glass before I put it down.

EXERCISES

Are you thirsty?
No, I am not .....
Where can you get a drink of water?

I can get a drink from the .....
What do you turn?
I ..... the faucet.
In what do you take a drink?
I take a drink in a .....
Where do you throw the water?
I ..... the water into the .....
What do you do with the glass?
I ..... the glass.

LESSON VII

TO BATHE

I go to the bathroom. I turn on the hot and the cold water. I undress myself. When the bathtub is full, I get into the water. The bath feels good. I scrub myself with soap and water. I pull out the bath-plug. I get out of the bathtub. I dry myself with a bath-towel. I dress myself.

EXERCISES

Where do you take a bath?
I take a bath (I bathe) in the .....
In what kind of water do you bathe?
I bathe in ..... water.
What do you do in the bathtub?
I scrub .....
What do you do with the towel?
I ..... myself with the towel.
When do you get into the bathtub?
When the ..... is full.
What do you pull out?
I pull out the .....
With what do you dry yourself?
I dry myself with a .....
How does the bath feel?
The bath feels good.
What do you do with the soap and water?
I ..... myself with the soap and water.
What do you do with the towel?
I ..... myself with the towel.

I HE SHE

LESSON VIII

HE AND I

I go.

He goes.
The man goes.
She goes.
The woman goes.
It goes.
The child goes.

I take.

He takes.
The man takes.
She takes.
The woman takes.
It takes.
The child takes.

HE SHE THEY

EXERCISES

Name some one who

Sits down.
Gives me a pencil.
Walks into the room.
Goes to school.
Goes to the door.
Takes a seat.
Opens the window.
Speaks English.
Dries his hands.
Gives you a book.
Can write his name.
Shuts the door.

Turn back to Lessons I, II, III, IV, V, VI, VII. One pupil reads "he" instead of "I," and changes the word that tells what "he" does. Other pupils read:

"The man." "The woman." "The girl." "The boy."

NOTE.—Let the pupils review the first seven lessons by changing the pronoun "I" wherever found to the pronouns "we," "you," "they."

LESSON IX

TO TAKE A BATH IN THE OCEAN

I go to the seashore. I take along a bathing-suit. I hire a bath-house. I pay fifty cents for the bath-house. I undress in the bath-house. I go out on the beach. I play in the sand. I go into the water. The waves dash against me. I enjoy myself very much. I feel cold. I return to the bath-house. I dry myself. I dress myself. I go out.

(Read this lesson by saying "he" instead of "I." Read it again by saying "Mr. Green," "my friend," "the little girl," "she.")

EXERCISES

What do you hire at the seashore?
I hire a .....
What do you take along?
I take along a .....
Where is the bath-house?
The bath-house is on the .....
What do you do in the bath-house?
I ..... myself in the bath-house.
Where do you go from the bath-house?
I go out to the .....
Where do you play?
I ..... on the sand.
What do you do on the sand?
I ..... on the sand.
What do the waves do?
The waves ..... against me.
How do you enjoy yourself?
I enjoy ..... very much.
How do you feel when you come out of the water?
I ..... cold.
With what do you dry yourself?
I ..... myself with a .....

LESSON X

NUMBERS

1—one.
2—two.
3—three.
4—four.
5—five.
6—six.
7—seven.
8—eight.
9—nine.
10—ten.
11—eleven.
12—twelve.
13—thirteen.
14—fourteen.
15—fifteen.
16—sixteen.
17—seventeen.
18—eighteen.
44—forty-four.
50—fifty.
60—sixty.
70—seventy.
80—eighty.
90—ninety.
100—one hundred.
101—one hundred one.
200—two hundred.
365—three hundred sixty-five.
1,000—one thousand.
1,492—fourteen ninety-two or one thousand four hundred ninety-two.
1,918—nineteen eighteen or one thousand nine hundred eighteen.

19—nineteen.
20—twenty.
21—twenty-one.
22—twenty-two.
30—thirty.
5,000—five thousand.
10,000—ten thousand.
15,500—fifteen thousand five hundred.
100,000—one hundred thousand.

EXERCISES

Count from 1 to 10.
Count by 2's. Say 2, 4, etc.
Count by 10's. Say 10, 20, 30, etc.
Count by 100's. Say 100, 200, etc.
Count by 5's.

How much are 3 and 4? Say 3 and 4 are 7.
How much are 20 and 5?
How much are 6 and 9?
6 is how much more than 4? Say 6 is 2 more than 4.
What is the difference between 8 and 2? Say the difference between 8 and 2 is 6.
12 is how much less than 15? Say 12 is 3 less than 15.
How much is 2 times 6? Say 2 times 6 is 12.
How much is 3 times 10?

LESSON XI

IN THE SCHOOLROOM

I sit at a desk.
My feet are on the floor.
My hands are on my desk.
My book is on my desk.
A piece of paper is also on my desk.
Two pencils are on my desk.
Other men (or women) are also in the room.
My neighbor on my right is .....
My neighbor on my left is .....
My neighbor behind me is .....
My neighbor in front of me is .....
Many men (or women) are in the room.

EXERCISES

(First by the teacher—then by a pupil while other pupils obey directions given.)

Put the book on your desk.
Put your feet on the floor.
Show me your right foot.

What is on your desk?
Who are your neighbors?
Say "Good evening" to your neighbor on your right.
Say "How do you do?" to your neighbor in front of you.
Shake hands with your neighbor on your left.
Bow to your neighbor behind you.
Say to your teacher "How are you, Mr. .....?"
Say to Mr. ..... "How are you?"
Hold the book in your right hand.
Now take the book in your left hand.

(Questions to be read by one pupil and answered by another pupil.)

Where do you sit?
What is on your desk?
Where are your neighbors?
How many men are in the room?
Your feet are where?
On whose desk is your book?
Whose book is on your desk?
Where are your feet?
Where is Mr. .....'s book?
Where are his feet?
Who is in front of the room?
Name the man on your right.
Name the man behind you.

LESSON XII

THE DOCTOR

I am sick. My head aches and I have no appetite. My friend tells me to see a doctor. I go to the doctor's office. In his window I see this sign:

DR. JAMES MACDONALD
Office Hours ..... 9 to 10, 6 to 7.

I go to the door and ring the bell. The maid opens the door and asks me to take a seat. There are other patients in the room waiting to see the doctor. At last my turn comes. The doctor examines me and gives me a prescription. I take the prescription to the drug store. The druggist gives me a bottle of medicine. I must take a teaspoonful every three hours. The doctor says I shall get better.

EXERCISES

Are you well?
What hurts?
Is your appetite good?
Who is your doctor?
Who are the people in the doctor's waiting-room?
What does the doctor do to you?
What does the doctor give you?
How often do you take the medicine?
Who prepares the medicine?

LESSON XIII

EATING BREAKFAST

The table is set. A clean table-cloth covers the table. A knife, a fork, a teaspoon are beside the plate. The bread and butter taste good. The wife brings a plate of oatmeal. The man eats the oatmeal with sugar and milk. Then the hungry man drinks a large cup of coffee.

Things to eat for breakfast:

Fruits—	oranges	plums
	berries	apples
	pears	melons

Cereals—	oatmeal	farina
	rice	hominy
Eggs—	soft-boiled	scrambled
	fried	omelet
Drinks—	tea	coffee
	cocoa	milk
Bread—	toast	muffins
	rolls	

QUESTIONS

What do you see on the table?
Who is sitting at the table?
What food is on the table?
With what does the man eat the oatmeal?
What does he put into the coffee?
What do you eat for breakfast?
What would you like to eat?

LESSON XIV

THE BODY

(These two-minute exercises should be conducted at first by the teacher and later by the members of the class. The person leading should perform the actions as a model for the pupils.)

Mr. ....., please open the windows.

Class stand!

Face the windows.

Breathe in.

Breathe out. (Eight times.)

Place hands on hips.

Bend body to the right. Stand straight.

Bend body to the left. Stand straight.

Raise left foot. Down.

Raise right foot. Down.

Face front.

Turn head to the left. Front.

Stretch arms forward.

Stretch arms back.

Stretch arms up. Down.

Place your hands on your shoulders. Down.

Breathe in. Out.

Take seats.

Mr. ....., please close the windows.

LESSON XV

THE BODY

(CONTINUED)

The body must have exercise. We exercise the body when we walk. We exercise the hands when we work. The trunk must have exercise. Bend the trunk to the right, to the left. The muscles of the arms and the legs are strong. The muscles of the eyes are weak. Rest the eyes when they are tired. Rest the body when it is tired. The lungs must have

fresh air. Breathe only fresh air. Keep your shoulders straight. The lungs must have room to breathe

EXERCISES

(To be read and acted by two pupils.)

Close your mouth.
Breathe through your nose.
Close your eyes.
Open them.
Raise your right hand.
Put your hand on your desk.
Bend your body forward.
Bend it back.
Raise your shoulders.
Lower them.
What do you do with your eyes?
With what do you hear?
How many legs have you?
What do you wear on your feet? hands? head?
Count your fingers.
Show me your ring finger.
Put your thumb into your vest pocket.

LESSON XVI

MY ROOM

The room has four walls.
The color of the walls is white.
It has also a ceiling and a floor.
The color of the ceiling is white.
The room has one door.
There are two windows in the room.
The windows are made of glass.
The teacher stands in front of the pupils.
The chairs and desks are the furniture in the room.

EXERCISES

Count the walls.
How many windows are there in this room?
Count them.
How many doors in this room?
What is the color of the ceiling?
Point to the ceiling.
What are the windows made of?
Where does the teacher stand?
Stand in front of the desk.
Who stands in front of the pupils?
Go to the window.
Open the window.
Shut it.
Go to the door.
Open the door.
Close the door.
Open your eyes.
Close them.
Open your right eye.
Close it.
Stand in front of the room.

LESSON XVII

MAKING A BED

I take off the bedclothes.
I turn the mattress.
I dust the mattress.
I put on the under sheet.
I tuck it in.
I put on the upper sheet.
I put on the blankets.
I tuck them in.
I turn the upper sheet on the blanket.

I put on the spread.
I shake the pillows.
I put the pillows at the head of the bed.

EXERCISES

Use the words "my wife" instead of "I" in this lesson.
Then say "the maid" instead of "I."
Then say "she" instead of "I."
Change this lesson to the past tense.

LESSON XVIII

PAST TIME

To-day—	I go into the room.
Yesterday—	I went into the room.
This week—	I walk to school.
Last week—	I walked to school.
Present time—	I sit at a desk.
Past time—	I sat at a desk.

PRESENT	PAST
I am	I was
You are	You were
He is	He was

PRESENT	PAST
She is	She was
It is	It was
We are	We were
You are	You were
They are	They were
Ask	Asked
Bake	Baked
Bring	Brought
Build	Built
Buy	Bought
Come	Came
Close	Closed
Cure	Cured
Cut	Cut
Dash	Dashed
Dip	Dipped
Do	Did
Dress	Dressed
Drink	Drank
Dry	Dried
Earn	Earned
Enjoy	Enjoyed
Enter	Entered
Examine	Examined

PRESENT	PAST
Feel	Felt
Fill	Filled
Fix	Fixed
Get	Got
Give	Gave
Go	Went
I have	I had
He has	He had
Hire	Hired
Hold	Held
Learn	Learned
Let	Let
Make	Made
Open	Opened
Pay	Paid
Play	Played
Pull	Pulled
Put	Put
Return	Returned
Rinse	Rinsed
Rub	Rubbed
Run	Ran
Say	Said
Scrub	Scrubbed

PRESENT	PAST
See	Saw
Sell	Sold
Shake	Shook
Show	Showed
Shut	Shut
Sit	Sat
Stand	Stood
Stop	Stopped
Take	Took
Teach	Taught
Tell	Told
Turn	Turned
Understand	Understood
Walk	Walked
Wash	Washed
Work	Worked
Write	Wrote

(Review Lessons I–XV by changing the present to the past. If you are not sure of the right word for the past time, look on this page.)

LESSON XIX

PICTURES FOR CONVERSATION

THE BAKER

THE GROCER

THE PEDLER

THE SHOEMAKER

LESSON XX

THE TAILOR

I am a tailor.

I have no job.

My employer discharged me.

He had no work for me.

I am looking for another job.

I walk along the street and see a sign "Tailors Wanted."

I walk into the shop.

The foreman comes out and says: "What do you want?"

I say to him: "Have you a job for me?"

He says: "Are you an experienced tailor?"

I tell him I have worked as a tailor for five years.

Then he asks me for whom I worked.

I tell him that I worked for Brown & Smith.

The foreman gives me a job.

I earn fifteen dollars a week.

CONVERSATION

Have you a job?

What is your business?

How long have you been in this business?

How much do you earn?

Were you ever discharged?

EXERCISES

What did the man lose?

When did he lose his position?

What did the sign say?

Whom did he see?

What did the foreman want to know?

How much did he earn?

LESSON XXI

LOOKING FOR WORK

This man has no job. He lost his position two weeks ago. He is looking for another job. Yesterday he saw a sign "Tailor Wanted." He walked into the shop and saw the foreman. He said to the foreman: "Have you a job for me?"

"Are you an experienced tailor?"

"Yes—I have five years' experience."

"For whom did you work?"

"I worked for Friedman & Sons."

"What was your salary?"

"My salary was twenty-one dollars a week."

"I'll give you a job. Can you begin work at once?"

"Yes—I can begin work now."

EXERCISES

What did the man lose?
When did he see a sign?
What did the sign say?
Whom did he see?
What did the foreman want to know?
How much did he earn?
When did the man begin work?

To the Teacher: Have pupils dramatize this situation and have others vary the lesson by applying for different kinds of positions, such as Laborer, Baker, Machinist, Carpenter, Shoemaker, Farmer.

LESSON XXII

THE CUTTER

Henry is a cutter.

He works in a factory.

He cuts cloth with a knife.

Sometimes he cuts cloth with a pair of scissors.

He sharpens his tools.

He takes a pattern.

He puts the pattern on the cloth.

Then he cuts the cloth.

EXERCISES

What is your business?

Where do you work?

What tools do you use?

Do you sharpen your tools?

THE DRESSMAKER

THE CIGARMAKER

LESSON XXIII

REVIEW EXERCISES

Who bakes the bread? The baker bakes the bread.

Who makes your shoes? The ..... makes my shoes.

Who builds a house? The ..... builds a house.

Who repairs the plumbing? The ..... repairs the plumbing.

Who washes your collars? The ..... washes my collars.

Who brings you vegetables? The ..... brings me vegetables.

Who sells tea? The ..... sells tea.

Who teaches you to speak English? The ..... teaches me to speak English.

Who runs the car? The ..... runs the car.

Who makes cigars? The ..... makes cigars.

Who makes your wife's dresses. The ..... makes my wife's dresses.

Who cures sick people? The ..... cures sick people.

Who makes the laws of the United States? The ..... makes the laws of the United States.

What do you do?

Tell what each of these does:

Teacher	Dressmaker
Doctor	Tailor
Shoemaker	Carpenter
Plumber	Farmer
Builder	Baker
Grocer	Conductor
Pedler	Motorman
Cigarmaker	Driver

Legislator

LESSON XXIV

MY JOURNEY TO AMERICA

I arrived in this country two years ago. I sailed from Havre on the steamship La Patrie. The journey took eight days. I was not seasick, but I saw many men and women who were seasick.

The weather was very fine. It rained only once. When I arrived in New York, my brother came to meet me at Ellis Island. He took me home. Two days later, I had a job

and I began to work. I did not earn much at the beginning. I earned eight dollars a week. The work was not hard. It was easy. Now I earn fifteen dollars a week, but I work hard.

QUESTIONS

When did you come to America?
From where did you sail?
On what steamship did you sail?
How long did the journey take?
Were you seasick?
How was the weather?
Who met you when you arrived?
Where did you go when you came to America?
How much did you earn?
Was the work hard?
Is the work hard now?
How much do you earn to-day?
Do you like your work?
How long have you been working?
Have you a trade?
What was your business last year?

LESSON XXV

THE WEEK

The week has seven days—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

The first day of the week is Sunday.

Sunday is the day of rest.

The other six days are working days.

The second day is Monday.

Monday is wash day.

Tuesday is the third day of the week.

In the middle of the week is Wednesday, the fourth day.

The fifth day is Thursday.

Friday is the sixth day. It is called fish day because many people eat fish on Friday.

The seventh and last day of the week is Saturday.

In many places work stops at noon (twelve o'clock) on Saturday.

EXERCISES

How many days has the week? The week has ..... days.

What do you do on Sunday? On Sunday I .....

Which is the first working day? ..... is the first working day.

Name the working days. The working days are .....

What day is this? To-day is .....

What day was yesterday? Yesterday was .....

What day will to-morrow be? To-morrow will be .....

What was the day before yesterday? The day before yesterday was .....

What will the day after to-morrow be? The day after to-morrow will be .....

What is the day after Tuesday? ..... is the day after Tuesday.

What is the day before Sunday?

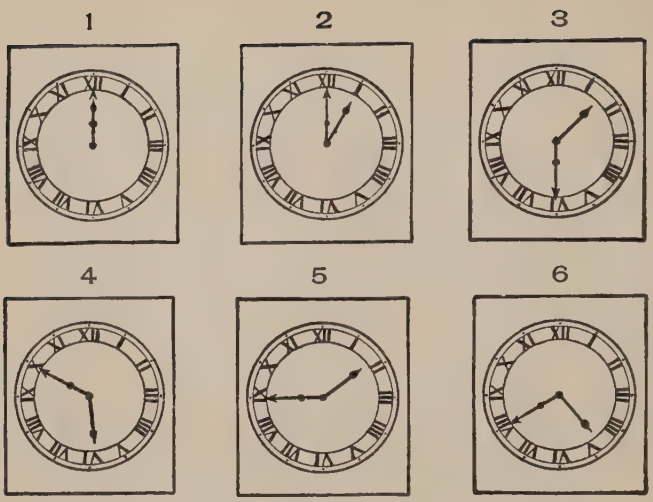
What is the day after Sunday?

On what days is school open?

On what day were you born? I was born on a .....

On what day does Christmas come this year? New Year's? The Fourth of July? Thanksgiving day? Your birthday?

(The teacher should direct pupils to consult a calendar.)



LESSON XXVI

TELLING TIME

What time is it?
It is twelve o'clock. (No. 1.)
It is one o'clock. (No 2.)
It is half past one. (No. 3.)
It is ten minutes to six. (No. 4.)
It is a quarter to two. (No. 5.)
It is twenty minutes to five. (No. 6.)

Draw a picture showing a quarter past three; twenty minutes to seven; one thirty (half

past one); twelve fifteen (a quarter past twelve); four twenty (twenty minutes past four).

Take out your watch. See what time it is. Is your watch right?

Compare your watch with the school clock. Is your watch fast or slow?

There are 365 days in the year.
There are 7 days in the week.
There are 24 hours in the day.
There are 60 minutes in an hour.
There are 60 seconds in a minute.

LESSON XXVII

REVIEW EXERCISES

I get up at 6 o'clock in the morning.
I begin my work at 8 o'clock.
I eat my lunch at 12 o'clock.
I eat my supper at 6.30 in the evening.
I go to bed at 10.45.

When do you come to school?
How long do you remain in school?
How many hours do you work?
When do you stop work on Saturdays?
How many hours in a day?
How many hours do you sleep?
When do you get up in the morning?
At what time do you go to sleep?
How long do you take for breakfast?
How long do you take for lunch?
Tell how you spend a working-day.
Tell how you spend a holiday.
How would you like to spend next Sunday?
When do children come home from school?

LESSON XXVIII

AT HOME

THE WOMAN SWEEPS EVERY DAY

SHE WASHES THE CLOTHES ON MONDAY

ON TUESDAY SHE IRONS

ON WEDNESDAY SHE MENDS THE CLOTHING

ON THURSDAY SHE MARKETS

ON FRIDAY SHE MAKES BREAD

ON SATURDAY SHE CLEANS THE HOUSE

On Sunday she rests.

LESSON XXIX

TO MAKE A FIRE

It is six o'clock in the morning. The alarm clock rings and wakes me up. It is time to get up. I dress myself quickly. I chop some wood. I put some paper into the stove. On top of the paper I place small pieces of wood. Then I strike a match under the paper. The paper blazes up and the wood catches fire. After the wood is burning well, I put one or two shovels of coal on the fire. I never pour kerosene into the fire. I knew a woman who poured kerosene into the fire, and she was burned to death.

EXERCISES

What time do you get up in the morning?
Who awakens you?
How do you make a fire?
What do you put into the stove first?
Why is kerosene dangerous?

LESSON XXX

HOURS OF WORK

The men in our shop work nine hours a day. We begin work at eight o'clock in the morning. At twelve o'clock the whistle blows. We all stop work and go to lunch. At one o'clock the whistle blows again and we begin work again. We work until six o'clock. Then the whistle blows for the third time and we stop work for the day. On Saturdays we stop work for the day at twelve o'clock and we go home for lunch.

EXERCISES

What is your business?
Where do you work?
Who is your employer?
How many hours a day do you work?
When do you begin work?
When do you stop work for the day?
How long do you work on Saturdays?
Where do you eat lunch?

LESSON XXXI

THE BAKERY

We eat bread. We buy our bread from the baker. The bakery is not far away. It is on the corner. Another bakery is on ..... Street. The baker bakes black bread and white bread. Black bread is made from rye flour. White bread is made from wheat flour. A loaf of bread is made from two pounds of dough. A loaf of bread costs eight cents. Black bread is heavy. White bread is light.

Rye bread is heavier than white bread. The baker mixes flour and water to make dough. He bakes the dough in the oven. We like fresh bread, although stale bread is better for us.

EXERCISES

(Read and answer these questions. Then write the answers.)

Where is the bakery?
Where do you buy bread?
What kind of bread do you like? I like ..... bread.
Who bakes the bread?
How does the baker bake the bread?
How much does a loaf of bread cost?
Which is heavier, white bread or black bread?
Which is lighter?
Which is better?
Is black bread or white bread cheaper?
What do we buy from the baker?

LESSON XXXII

COLORS

Roses are red.
The sky is blue.
Grass is green.
Lemons are yellow.
Nuts are brown.
Snow is white.
Coal is black.

EXERCISES

What is the color of your eyes?

What color is a Negro? a Chinaman? a German? an Indian?

Name the colors of the following articles which you are now wearing: hat; shoes; coat; tie; collar; shirt.

What are the colors of the American flag?

Fill in the blank spaces below with the color.

The ceiling in this room is .....

The walls are painted .....

My hair is .....

The cover of my book is .....

Leaves are ..... in Spring and ..... in Autumn.

An old man has ..... hair.

LESSON XXXIII

REVIEW EXERCISES

QUESTIONS TO BE ANSWERED

(First, the teacher should read the question and call upon a pupil to answer. Then some pupils read the questions and other pupils answer. Writing the answers is the third stage in the exercise. By way of summary, a number of pupils may be called upon to read their answers.)

QUESTION	ANSWER
What is your name?	My name is .....
Where do you live?	I live at ..... Street.
With whom do you board?	I board with .....
What is your business? (What do you work at?) (What is your occupation?)	I am a .....

Who is your employer?	My employer is .....
Where do you work?	I work at .....
How much do you earn?	I earn ..... dollars a week.
Where were you born?	I was born in .....
How long have you been in America?	I have been ..... years and ..... months in this country.
What was your business in Europe?	I was a .....
Are you married?	Yes, I am married. No, I am single.
How many children have you?	I have ..... children.
How old is your youngest child?	My youngest child is ..... years old.
How old is your oldest child?	My oldest child is ..... years old.
Are your children here also?	Yes, my children are with me.
Is your wife in this country?	Yes, my wife is here.
Does your wife work?	No, she stays at home.
Do your children work?	No, my children go to school.
How old are you?	.....

LESSON XXXIV

NUMBER EXERCISES

Read the following numbers:

18	6	57
101	275	970
1915	2000	404
99	600	12
$5.75	$ .75	$ .05
$1.00	$ .10	$ .01
$5,000.00	$150.00	$100.00
$1.12	$52.50	$1.98

What articles are sold for these prices?

3 for 5c. 2 for 25c. 3 for $1.00 3 for 10c.
2 for 3c. 3 for 50c. 6 for 25c. 5c. a piece

EXERCISES

Count the men in this room.

How many men are there in the room?

How many women are there in the room?
Count the pencils on the table.
Are there more pencils than pens on the table?
The teacher has 5 pencils. Each pencil costs 2 c. How much do the 5 pencils cost?
How much money have you in your pocket?
How much do you earn each week?
How much do you pay for rent?
How many windows do you see?
How many seats are there in this room?
How much do you weigh?
How tall are you?

LESSON XXXV

UNITED STATES MONEY

(The teacher should have at hand all possible coins and bills.)

Money is made either of metal or of paper. A piece of metal money is called a coin; a piece of paper money is called a bill. Coins in the United States are made of the following metals: bronze, nickel, silver, and gold. A cent is made of bronze; a five-cent piece is made of nickel and is called a "nickel." Dimes,

quarters, half-dollars, and dollars are made of silver. Ten cents make a dime. Ten dimes make a dollar. Twenty-five cents make a quarter. Fifty cents make a half-dollar and one hundred cents make a dollar.

Gold coins are not used as much as silver coins and bills because the gold coins are small. We have the dollar gold piece, the two-and-one-half-dollar gold piece, the five-dollar gold piece, the ten-dollar gold piece, which is called "the eagle," and the twenty-dollar gold piece, which is called "the double eagle."

Paper money is just as good as metal money and is easier to carry. The Government gives out these paper bills: one dollar, two dollars, five dollars, ten dollars, twenty dollars, fifty dollars, one hundred dollars, five hundred dollars, one thousand dollars, ten thousand dollars.

All money is made by the Government only. Coins and bills not made by the Government have no value. Such money is called "counterfeit." It is a crime in this country to

make counterfeit money. A person who makes counterfeit money may be punished by being sent to prison for twenty years. It is also a crime to try to buy anything with counterfeit money or to have counterfeit money in your possession. All counterfeit money must be broken up and destroyed. Examine your money carefully. If you are not sure that the money is good, take it to a bank, and the cashier will be glad to tell you if your money is good.

EXERCISES

How many dimes in a dollar?
How many nickels in a quarter? in a dollar?
How many nickels in a dime?
How many dimes in a half-dollar?
What coins are made of silver? of nickel? of gold?
What paper money have you seen?
Who makes our money?
What is counterfeit money?
How does the United States punish counterfeiting?
What must you do with counterfeit money?

LESSON XXXVI

FRACTIONS

½—one-half.
¼—one-quarter.
¾—three-quarters.
⅓—one-third.
⅔—two-thirds.
⅛—one-eighth.
⅝—five-eighths.
⅕—one-fifth.
⅗—three-fifths.
$\frac{1}{10}$—one-tenth.

12½—twelve and one-half.
4¾—four and three-quarters.
3½—three and one-half.

EXERCISES

At 12½ c. each how much will 2 collars cost?

A tailor uses 3¼ yards for a suit of clothes. How much will he need for 3 suits?

The laundry charges 2½ c. for washing and ironing 1 collar. How much will the laundry charge me for 4 collars?

A yard of cloth measures 36 inches.

How many inches in ½ yard? in ¼ yard? in ¾ yard?

How many minutes in ¼ hour? in ¾ hour? in ½ hour?

How much is $\frac{1}{10}$ of a dollar?

Add ⅛ and ¼.

2½ plus 3⅜ plus 5¾ equals how much?

A tailor has 14¾ yards of cloth; he uses 5⅜ yards. How many yards has he left?

From 3⅞ take 2¾.

5⅗ minus 2½ equals how many?

A man who works 8 hours a day loses 3 hours in one day through sickness. If his salary is $3.20 a day, how much money was taken from his pay for sickness?

For overtime a man gets 1½ times his regular wages.

A carpenter receives 48 c. an hour and works 3 hours overtime. How much will he receive for the overtime?

How much will 3½ pounds of flour cost at 10 c. a pound?

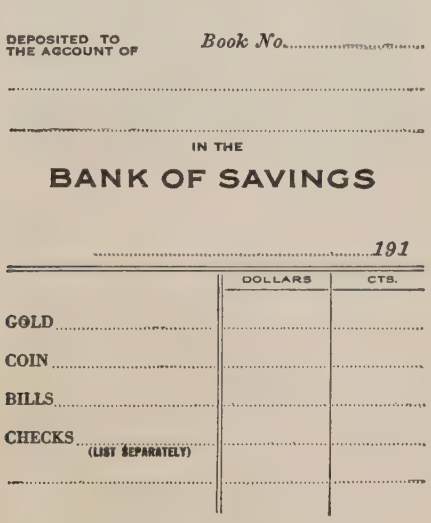
A washerwoman charges 75 cents a dozen for washing. What will she charge to wash 2½ dozen pieces?

A lady brings a dressmaker 10 yards of cloth for a dress. The dressmaker uses only 7¼ yards. How many yards are returned to the lady?

LESSON XXXVII

DEPOSITING MONEY

This is pay-day. The boss gave each man a pay envelope. John takes out two dollars. He goes to the savings-bank. He goes to



DEPOSITED TO THE ACCOUNT OF *Book No.*.....

.....

.....

IN THE

BANK OF SAVINGS

.....*191*

	DOLLARS	CTS.
GOLD		
COIN		
BILLS		
CHECKS (LIST SEPARATELY)		

the window marked "Deposits" and says: "Please let me have a deposit slip." The clerk gives him a slip and he fills it out. He hands the slip and the money to the clerk.

The clerk writes the sum in the bank-book. He gives John the bank-book. John saves two dollars every week.

DRAWING MONEY

The busy season is over. I have no work. The boss laid me off. I must have some money. I go to the savings-bank. I fill out a slip. I give the slip to the clerk. He gives me the money.

"A rolling stone gathers no moss."
"A spent dollar earns no interest."

EXERCISES

When is your pay-day?
In what does the boss give you the money?
How much do you earn?
How much do you save every week?
Where can you keep your money?
Who takes the money at the bank?
What do you fill out at the bank?
What does the clerk give you?
How can you draw money from the bank?

LESSON XXXVIII

TAKING IN WASHING

"Do you take in washing?"

"Yes, ma'am."

"How much do you charge?"

"I charge seventy-five cents a dozen for starch pieces and fifty cents a dozen for the others."

"How much do you charge for the handkerchiefs and stockings?"

"I charge two cents apiece for handkerchiefs and three cents a pair for stockings."

"I have some very fine table-cloths and napkins. Can you take special care with them?"

"I am very careful with fine linens."

"Will you call for my wash?"

"Yes, ma'am. I will call with a basket."

"I live at 75 West Side Avenue."

"I will write down your address. What is your name, please?"

"My name is Mrs. Thompson."

"Thank you. I will call this afternoon at four o'clock."

"When can you have the wash ready?"

"I will have it ready on Saturday."

"Can you deliver the wash on Saturday at two o'clock?"

"Yes, ma'am."

"Very well. Good afternoon."

"Good afternoon, ma'am."

LESSON XXXIX

AT THE RESTAURANT

There is a restaurant near my shop.
I eat my lunch in the restaurant.
The food is very good and cheap.
This is the bill of fare for to-day.

BILL OF FARE

Vegetable Soup	5 cents
Roast Beef and Potatoes	20 "
Stewed Lamb and Carrots	20 "
Sausages and Cabbage	15 "
Ham and Eggs	20 "
Eggs—boiled or fried	15 "
Sandwiches	
Cheese—Ham—Sardine—Corned Beef	5 "
Tea, Coffee, Cocoa, or Milk	5 "
All kinds of Pies	5 "
Cake	5 "

The waitress serves the food on clean tables.

The table is covered with a table-cloth.

The waitress puts a napkin on the table.

She fills your glass with water and says: "What is your order?"

I order a portion of roast beef, a glass of milk, and a piece of apple pie.

After my meal the waitress gives me a check for thirty cents.

I pay the cashier.

EXERCISES

Where do you eat lunch?
What do you eat for lunch?
Who serves you in the restaurant?
What does the waitress say?

Dramatization between Two Pupils

Waiter—What is your order, sir?
Customer—Bring me a ham sandwich, a cheese sandwich, and a cup of coffee.
Waiter—Is that all you wish?
Customer—That's all, thanks. Let me have my check.
Waiter—Here is your check.

LESSON XL

IN THE BARBER-SHOP

"Next! Take a seat, please."

"Please cut my hair."

"Do you want your hair cut very short?"

"No, I do not like it very short."

"Will you have a shampoo, sir?"

"Yes, thank you."

"Shall I shave you?"

"Yes, please shave me."

"Would you like a close shave?"

"No, my face is very tender."

"Does my razor hurt your face?"

"No, it is very sharp."

"Shall I massage your face?"

"No, but I should like a hot towel."

"Shall I put some cologne on your face?"

"No, thank you. I should like some witch-hazel."

"Do you part your hair in the middle or on the side?"

"On the side, please."

"Let me brush your coat."

"Thank you."

EXERCISES

Who shaves you?
Where do you get your hair cut?
What does the barber put on your face?
How often do you shave?
What do you pay for a shave?

Conversation between two pupils. Ask for:

Hair cut. Shave. Shampoo.

LESSON XLI

MY FAMILY

"Are you married, Mr. .....?"

"Yes, I am married."

"Have you any children?"

"I have one son and two daughters."

"How old is your son?"

"My son is six years old."

"Are your parents living?"

"My father is living, but my mother is dead."

"Then your children have a grandfather living, but no grandmother?"

"No, you are wrong; my wife's mother is living."

"Ah! yes. Do the children know their grandparents?"

"They know my wife's parents, but not mine, because my father is in Europe."

"Are your brothers in this country?"

"My brothers are out West, but my sister works in Troy."

"Then the children do not know their uncles or their aunt?"

"No, I am sorry to say."

EXERCISES

Are your parents living?
Have you any children?
What are the names of your children?
Have you an uncle in America?
Where does your aunt live?
Do you live with relatives or with strangers?
Which of your relatives have come to America?
Have you any nephews or nieces born in this country?
What relation to you is your father's brother? your father's sister?
What do you call your sister's husband? your brother's wife? your brother's son? his daughter?
How is your sister-in-law related to your children? your brother-in-law?
Name the members of your family.

LESSON XLII

ADJECTIVES

The cost of living is high. It is higher than it was ten years ago. We pay the highest prices for food.

Iron is hard, steel is harder, and the diamond is the hardest of all.

This is a beautiful picture. My picture is more beautiful, but the picture in the art gallery is the most beautiful one I ever saw.

EXERCISES

Construct sentences, using:

Warm,	Warmer,	Warmest.
Cold,	Colder,	Coldest.
Quick,	Quicker,	Quickest.
Slow,	Slower,	Slowest.
Short,	Shorter,	Shortest.
Tall,	Taller,	Tallest.
Heavy,	Heavier,	Heaviest.

Light,	Lighter,	Lightest.
Good,	Better,	Best.
Bad,	Worse,	Worst.
Strong,	Stronger,	Strongest.
High,	Higher,	Highest.
Cheap,	Cheaper,	Cheapest.
Dear,	Dearer,	Dearest.
Interesting,	More interesting,	Most interesting.
Big,	Bigger,	Biggest.
Little,	Less,	Least.
Many,	More,	Most.
Easy,	Easier,	Easiest.
Hard,	Harder,	Hardest.

LESSON XLIII

TIME-TABLE

This is a time-table. It shows the time of leaving and the time of arrival of trains between New York and Chicago. All railroads have their own time-tables, and it is important to read them carefully. On Sundays trains do not run at the same time as on week-days.

Table 1 Condensed Time Table—New York and Boston to the

The time given is Eastern Standard Time at all points east of Suspension Bridge and B
of Buffalo and Suspension Bridge, except on the Michigan Central R. R. east of Detroit
☞ The time between 12.00 o'clock noon and 11.59 o'clock

STATIONS	Empire State Express	Chicago Express	Number One	Number Forty-one	The Westerner	The 20th Century Limited	Southwestern Limited	B. & A. Wolverine	The Wolverine	The Lake Shore Limited
	✠ 51 Ex. Sun	✠ 3 Daily	1 Daily	✠ 41 Daily	✠ 7 Daily	✠ 25 Daily	11 Daily	13 Daily	✠ 17 Daily	✠ 19 Daily
N. Y. Central	AM	AM	AM	PM	PM	PM	PM		PM	PM
Lv N. Y. (G. C. Term.)	8 30	9 30	11 30	1 00	2 00	2 45	4 50	.....	5 00	5 30
" N. Y. 125th St	.....	h9 42	h11 41	h1 12	h2 11	.....	.....	.....	h5 11	h5 41
" Yonkers	.....	Q10 00	.....	.....	T2 28	.....	.....	.....	T5 28	.....
" Harmon	h9 24	h10 27	h12 26	h1 57	h2 57	h3 38	h5 43	.....	h5 57	h6 30
" Poughkeepsie	.....	11 23	1 22	2 48	3 58	See	.....	.....	See	See
" Hudson	.....	.....	.....	.....	4 55	Note	.....	.....	Note	Note
" Albany	11 35	12 50	2 55	4 25	5 55	h5 52	7 57	8 05	h8 20	9 00
" Schenectady	.....	1 22	3 25	4 57	6 27	...	.....	8 36	8 51	LL
" Amsterdam	.....	1 47	.....	5 20	6 52	.....	.....	.....	.....	.....
" Utica	1 22	3 06	5 07	6 47	8 19	h7 41	9 50	10 13	h10 28	h11 08
" Rome	.....	.....	5 27	7 07	8 40	.....	.....	10 33	.....	.....
" Oneida	.....	.....	5 47	7 25	9 05	.....	.....	.....	.....	.....
" Syracuse	2 34	4 25	6 40	8 15	10 00	h8 53	11 01	11 35	h11 45	h12 30
" Lyons	.....	.....	.....	9 10	.....	.....	.....	.....	.....	.....
" Rochester	4 05	6 10	8 25	10 00	11 36	h10 23	12 30	1 25	h1 23	h2 14
Ar Buffalo	5 30	8 00	10 15	11 45	1v35	.....	.....	3 15	h3 00	.....
Ar Niagara Falls	6 25	.....	.....	.....	.....	.....	.....	.....	.....	.....
" Suspension Bridge	6 35	.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Y. C. R. R.	PM	PM		AM	AM	AM	AM	AM		AM
Lv Buffalo (E.T.)	5 35	8 30	.....	12 00	12 00	.....	12 00	.....		.....
" Buffalo (C.T.)	4 35	7 30	.....	11 00	11 00	.....	11 00	.....		.....
Ar Dunkirk	5 24	8 22	.....	11 55	.....	.....	.....	.....		.....
" Westfield	5 43	8 45	.....	12 20	.....	.....	.....	.....		.....
Ar Jamestown (J.W. & N.W.) E.T.	8 08	.....	.....	.....	.....	.....	.....	.....		.....
Ar Erie	6 17	9 24	.....	1 00	2 06	.....	.....	5 22		M
" Ashtabula	7 05	10 16	.....	1 57	3 00	.....	.....	6 14		.....
" 105th St., Cleveland	8 15	11 25	.....	3 10	.....	.....	.....	7 20		7 03
" Cleveland	8 30	11 45	.....	3 25	q 4 35	.....	4 45	7 35		7 20
" Elyria	.....	12 41	.....	4 11	7 58	.....	.....	.....		X
" Sandusky	.....	1 25	.....	4 54	8 41	.....	.....	.....		X
" Toledo	.....	2 35	.....	6 00	9 50	.....	.....	.....		9 55
" Waterloo	.....	4 28	.....	8 03	.....	.....	.....	.....		.....
" Kendallville	.....	4 52	.....	8 25	.....	.....	.....	.....		.....
" Goshen	.....	.....	.....	9 05	.....	.....	.....	.....		.....
Ar Adrian	.....	.....	.....	.....	11 00	.....	.....	.....		.....
" Sturgis	.....	.....	.....	.....	1 25	.....	.....	.....		.....
Ar Elkhart	.....	5 50	.....	9 25	2 20	7 21	.....	.....		1 10
" South Bend	.....	6 21	.....	9 55	2 50	.....	.....	.....		1 41
" La Porte	.....	6 59	.....	10 42	3 28	.....	.....	.....		2 19
" Gary	.....	7 41	.....	.....	.....	.....	.....	.....		.....
" Englewood	.....	8 14	.....	12 05	4 45	9 30	.....	.....		3 45
" Chicago (La Salle St. Sta.)	.....	8 30	.....	12 20	5 00	9 45	.....	.....		4 00
	PM	AM	AM	PM	PM	AM	AM	AM	PM	PM

No free or reduced rate transportation accepted on the Empire State Express

Pullman Cars only. No Coach Passengers carried.

Carries passengers New York to Schenectady, and for points beyond Buffalo only.

✠ Extra fares are charged between certain stations as follows:

No. 3—New York to Chicago, Elkhart, South Bend, La Porte, Gary, Elyria, Cleveland, Sandusky, Niles. Michigan City and Hammond, Harmon

Look at this time-table and tell when the train arrives at Albany; at Cleveland; at Syracuse.

Does the Empire State Express stop at Schenectady? What train does stop at that city?

How long does it take to travel from New York to Chicago?

What is the fastest train to Chicago?

On what train would you travel at night?

What train does not run on Sundays?

What trains go only to Buffalo?

Look at the time for train number 25. Notice the statement below—"Pullman Cars only. No Coach Passengers carried." On such trains, the fare is higher than on trains that carry day coaches. Pullman cars are sometimes called parlor cars. To ride in a Pullman car, you must buy a special ticket and pay for a seat.

Bring a time-table to school and find out how to go to New York; to Chicago; to St. Louis; to Denver; to San Francisco; to St. Paul; to Detroit.

LESSON XLIV

NEGATIVE STATEMENTS

I take milk in my coffee.
I do not take milk in my coffee.
My friend John reads English.
My friend Henry does not read English.
Americans love freedom.
Some people do not love freedom.

EXERCISES

Change the following sentences from positive to negative statements:

This woman takes in washing.
Tony speaks English very well.
She understands me.
They live in this country.
The boy sleeps well.
He reads the newspaper.
The baker bakes bread.

The boss gives you a job.
The ship goes out to sea.
The shoemaker mends my shoes.

Change the above sentences to the past tense. Then change the positive statements to negative statements, thus:

Statement: I took milk in my coffee.
Negative: I did not take milk in my coffee.
Statement: My friend John reads English.
Negative: My friend John did not read English.
Statement: Americans love freedom.
Negative: Americans did not love freedom.

LESSON XLV

DO, DOES

do	does
I	he
we	she
you	it
they	a man
the men	a woman
the women	a child

CHANGING STATEMENTS TO QUESTIONS

I work.	Do I work?
He works.	Does he work?
You work.	Do you work?
They work.	Do they work?

Change these statements into questions:

The children play.
We ride to work.
I eat my breakfast.
The girl washes dishes.
She sets the table.
John walks up-stairs.
He sits at the table.
The friends quarrel.

Read the above sentences in the past tense. Then change the statements into questions, thus:

STATEMENT	QUESTION
I worked.	Did I work?
He worked.	Did he work?
You worked.	Did you work?
They worked.	Did they work?
The horses drink.	.....
He works hard.	.....

LESSON XLVI

TIME-TABLE

(*To the Teacher:* Instruct pupils to bring time-tables to school. Call attention to "Sunday only," Pullman and sleeping cars.)

Examine the time-table.

How far is it from New York to Albany?
What trains can you take?
Which is the fastest train?
Which are the slow trains?
When will you arrive?
What train can you take on Sunday?

There are only two kinds of trains in the United States—passenger and freight. Passenger-cars carry people; that is, men, women, and children. Freight-cars carry baggage and goods, such as animals, wheat, iron, furniture. Every passenger-train usually carries a baggage-car, in which the railroad carries the trunks and other baggage of the passengers. On the ticket which you buy at the railroad station, you will find the following words: "Baggage, etc."

If the trunk or baggage weighs more than the railroad agrees to carry free of charge, the passenger must pay for the excess; that means for the extra weight. Be sure that you check your baggage in time to catch the train on which you travel, and be sure to get a check from the baggage-master.

LESSON XLVII

POSSESSIVES

This chair belongs to me.	It is my chair; or, It is mine.
The hat belongs to Mrs. Brown.	This is Mrs. Brown's hat.
Mrs. Smith owns this house.	This is Mrs. Smith's house.
This country is the friend of every man.	This country is every man's friend.
These books belong to the men.	These are the men's books.
This book belongs to the man.	This is the man's book.

My brother has a house.	It is my brother's house.
My brothers have a house.	It is my brothers' house.
This boy has a sharp eye.	The boy's sharp eye sees everything.
These boys have sharp eyes.	The boys' sharp eyes see everything.

We use the apostrophe to show ownership. After the apostrophe we add an "s." We do not add an "s" if the word ends in "s." Thus:

		POSSESSIVE	
SINGULAR	PLURAL	SINGULAR	PLURAL
King	Kings	King's	Kings'
Child	Children	Child's	Children's
Man	Men	Man's	Men's
Boy	Boys	Boy's	Boys'
Mr. Jones	Messrs. Jones	Mr. Jones'	Messrs. Jones'

LESSON XLVIII

POSSESSIVES

(CONTINUED)

Fill the blanks with words showing possession.

(I, my.) (You, your.) (Her, his.) (Our, their.)

Always mind ..... business.

He has learned ..... lesson.

John paid for ..... dinner.

Please take ..... hat off.

They brought ..... tools.

I must take ..... medicine.

Honor ..... father and ..... mother.

Change these sentences to the possessive:

The lady has her pocket-book.

It is the ..... pocket-book.

Her husband owns the house.

This is her ..... house.

You have the book belonging to the teacher.

You have the ..... book.

Construct sentences, using the possessive of:

King, child, friend, neighbor, policeman, boy, girl.

LESSON XLIX

PULLMAN CARS

All trains in this country carry first-class passengers only. We do not have second and third classes as they have in Europe. Many trains, however, carry special cars called "Pullman cars." The company charges an extra sum for riding in the Pullman.

Trains that go long distances at night usually carry Pullman sleepers. On one of these sleepers, you may go to sleep in New

York at nine o'clock in the evening and wake up in Buffalo the next morning.

Besides sleepers, many trains carry dining-cars, where you can get a full meal.

CONVERSATION

Passenger: What is the fare to Pittsburgh?

Ticket-seller: Fourteen dollars.

Passenger: How much for a sleeper?

Ticket-seller: Four dollars.

Passenger: Does the 9.30 train carry sleepers?

Ticket-seller: Yes, sir, and a dining-car as far as Wilkes-Barre.

Passenger: Please let me have a through ticket and an upper berth.

LESSON L

MILK

Coffee is dark brown. Milk is white. I put milk into my coffee. Sometimes I put sugar and cream into my coffee. I drink coffee for breakfast. I like to drink tea for supper. My baby drinks pure milk. A glass of fresh milk and a piece of bread and butter taste good to a hungry man.

Milk comes from the country. The farmer milks the cows early in the morning. He pours the milk into large cans. The railroad carries the cans to the cities. The milkman sells milk loose or in bottles. The best milk is sold in bottles. Milk is sold by the pint or quart. The price of milk is different all over the country. In some places you can buy good milk, fit for babies or sick people, at five cents a quart. In most cities you must pay from

nine to eleven cents a quart. If milk is not clean and pure, it is dangerous. Babies should not drink impure milk. It makes them sick. The best way to kill harmful things in milk is to boil it. Some dairies (milk-sellers) boil the milk and then seal it in bottles. This is called "sterilized milk." Sick children are given this milk.

EXERCISES

Who brings us milk?
What color is milk?
How much do you pay for a quart of milk?
When does the farmer milk his cows?
What do you put into your coffee?
Who sells milk?
What tastes good to a hungry man?
How do we sterilize milk?
What kind of milk makes people sick?
What is the best way to kill harmful things in milk?

LESSON LI

RELATIVE PRONOUNS

I go to the restaurant. The restaurant is around the corner. I go to the restaurant *which* is around the corner.

I pay the cashier. The cashier sits at a desk. I pay the cashier *who* sits at a desk.

The book is on my desk. The book is mine. *That* book is mine.

I work for a tailor. His name is Brown. I work for a tailor *whose* name is Brown.

I work for a man. He is called Brown.

The man for *whom* I work is called Brown.

who, whose, whom } for persons.

which, that } for animals and things.

EXERCISES

Make one sentence out of each set:

My boy goes to school. The school is on the corner.

I have a friend. I like my friend.

The windows are clean. They are in this room.
These people live in glass houses. They must not throw stones.
We learn many things in school. The things are useful.
The man is very kind. We see the man's store.
I have a hat. It does not fit me.
Here is a poor man. His child is sick.

LESSON LII

AM, IS, ARE

I am in this room.
The teacher is in the room also.
You are in the room too.

ONE PERSON IS, TWO PERSONS ARE
ONE THING IS, TWO THINGS ARE

I am.	We are.
You are.	You are.
He (she or it) is.	They are.

Always use *are* after *you*, whether you are speaking to one person or to more than one.

EXERCISES

Read these sentences and fill in the blank spaces with the correct word:

The tailor and the butcher ..... in their shops.
These three men ..... with me.
You ..... wrong.
She ..... very pretty.
Business ..... good.
Many people ..... out of town.
..... this true?
My children ..... in school.
Your feet ..... on the floor.
..... these my shoes?
How ..... you, Mr. Brown?
Where ..... my coat?
What ..... you doing?
..... all members present?
There ..... three pictures on the wall.
I ..... your friend.
In this country you ..... welcome.
Our flag ..... flying.
Red, white, and blue ..... the colors of our flag.
My three rooms ..... very light but my bathroom ..... dark.

LESSON LIII

CONVERSATION ABOUT TRAINS

INFORMATION DESK

Mr. T.: I want to go to Pittsburgh. When does the next train leave?

Clerk: The next train leaves at six o'clock. Let me give you a time-table.

Mr. T.: Thank you. Can you tell me if the six-o'clock train carries a sleeper?

Clerk: Yes; sleeper, dining-car, and observation-car.

Mr. T.: That's fine. I'll get my ticket and check my trunk.

BAGGAGE OFFICE

Mr. T.: Will you check my trunk through, please, to Pittsburgh?

Baggageman: Surely. Let me see your ticket.

Mr. T.: Here it is.

Baggageman: I'll punch your ticket. Take this baggage check and give it to the baggage-master in Pittsburgh. He will give you the trunk.

Mr. T.: Then I don't have to look after it until I arrive?

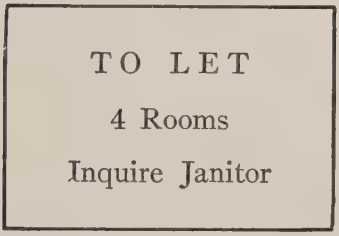
Baggageman: No. The railroad will take care of that.

Mr. T.: Is there any charge for this?

Baggageman: No. We carry one hundred and fifty pounds of baggage free.

LESSON LIV

RENTING A FLAT



We ring the janitor's bell. He comes to the door. "What do you wish?" My husband says: "We want to see the flat." The janitor takes us to the fourth floor front. He opens the door. We walk in. We go into the kitchen. It is not very large, but it is light and sunny. There are two large closets for dishes. There is a washtub in the kitchen. Then we go into the bedroom. It has two windows facing the street. The ceiling is high. The walls are painted. Next we enter the dining-room. The ceiling is white, but the walls are papered a light brown. From

the dining-room, we go into the sitting-room. We like the flat very much. The janitor tells us the rent. It is not dear and it is not very cheap. The price is satisfactory. We rent the flat.

EXERCISES

Are you looking for a flat?
How many rooms do you want?
How much do you wish to pay?
Will you take a flat on the fourth floor?
Is the bedroom too small?
What kind of flat would you like?
What color do you want the sitting-room papered?
Do you like your bedroom papered or painted?

CONVERSATION

"Have you a flat to rent?"
"Yes, we have a four-room flat on the top floor."
"Have you nothing lower down?"
"No, that is the only flat vacant."
"How much is the rent?"
"The rent is twenty dollars a month."
"May we look at the flat?"
"Certainly; come with me, please."

LESSON LV

AN ACCIDENT

What's the matter? See the crowd running toward the corner. Every one wants to get near the drug-store. A man is lying on the floor. He looks pale and the blood is streaming from a cut in his forehead. A policeman comes in and says: "Stand away:

give the man a chance to breathe." The crowd moves away a little. The man is very sick. The druggist goes to the telephone, lifts the receiver, and says: "I want an ambulance; this is 250 Main Street." In a few minutes an ambulance comes. The doctor examines the man and takes him to the hospital.

EXERCISES

What happened?
What did the crowd do?
Where was the man?
What did the druggist say?
What did the doctor do?
How did the man look?
When did the crowd run?
What did the policeman say?
When did the ambulance arrive?
Where did the ambulance take the man?
How can you get an ambulance?

Change the above sentences to the *present* by reading *does* instead of *did*.

(*To the Teacher:* Have pupils dramatize the situation of calling for an ambulance; for a policeman; to report a fire.)

LESSON LVI

BOOTS AND SHOES MADE TO ORDER
FINE REPAIRING DONE

JOHN FANIA

BOOT AND SHOE MAKER

REPAIRING NEATLY DONE

PRICE LIST

Soles and Heels	$1.00
Soles	.75
Heels	.30
Rubber Heels	.50
Children's Shoes:	
Soles and Heels	.60
Soles	.40
Heels	.25

"Good morning! Are you the shoemaker?"

"Yes, sir. What can I do for you?"

"I'd like you to repair these shoes. They need soles and heels."

"Do you want them hand sewed or machine sewed?"

"Which is cheaper?"

"I charge seventy-five cents for machine sewing and one dollar and twenty-five cents for hand sewing."

"Are hand-sewed shoes better than machine-sewed shoes?"

"Yes; they are much stronger."

"Very well, then. Sew the soles on by hand and make a good job."

"When do you want the shoes?"

"Can you have them ready to-morrow night?"

"They'll be ready to-morrow night at seven o'clock."

"Thank you. I'll call for them."

EXERCISES

Who repairs shoes?
How much does he charge?
What does he repair?
Who brings the shoes to the shoemaker?
Do you like hand sewing or machine sewing?
Which is better?
Which is cheaper?
When will the shoes be ready?

LESSON LVII

BUYING SHOES

Here is a sale of shoes. Let us read the sign:

ALL MEN'S SHOES REDUCED TO $3.00; regular price $4.00.

ALL WOMEN'S SHOES NOW $3.50; regular price $4.50.

ALL CHILDREN'S SHOES NOW $1.75; regular price $2.50.

Let us go in and see if they have any bargains. If the shoes are good we shall buy a pair for each of the children. I do not like to buy shoes on special sale. They do not fit or they do not wear well, or something is the matter with them. You cannot get something for nothing. But there is no harm in looking at what they have.

CONVERSATION BETWEEN CUSTOMER AND SALESMAN

Salesman: Step this way, please. Take a seat.

Customer: Let me see a pair of boy's shoes, size 9.

Salesman: Do you want button or lace shoes?

Customer: Which are better for a boy seven years old?

Salesman: I think lace shoes are better. Here is a pair of shoes good for running around. These will stand wear.

Customer: That is just what I want. May

I take them home and have the boy try them on?

Salesman: Certainly; we shall be glad to exchange them if they do not fit. Would you like a pair of fine shoes for the lady?

Customer: Show me a pair of patent-leather shoes for dress wear.

Salesman: We do not recommend patent-leather shoes, because they split. Let me show you a pair of calf shoes that look very dressy. Try these on, please.

Customer: They fit very well. How much are they?

Salesman: These shoes are three dollars and fifty cents, reduced from four dollars and fifty cents.

Customer: I'll take them. Will you wrap them up, please?

EXERCISES

What size shoes do you wear?
Do you wear button or lace shoes?
What did you pay for your shoes?

Do your shoes wear well?
Did you buy your shoes at a special sale?
What kind of shoes do you wear on Sundays?
Which part of your shoes wears out first—the upper, the sole, or the heel?
When do people wear low shoes?
When do people in this country wear boots?

LESSON LVIII

REVIEW

I am ..... feet ..... inches tall.
I am taller than Mr. .....
I am shorter than Mr. .....
Mr. ..... is heavier than I.
Mr. ..... is the tallest man in the room.
Mr. ..... is the shortest man in the room.
I am..... years old.
Mr. ..... is older than I.
I am younger than .....
I weigh ..... pounds.
My weight is .....
How much more do you weigh now than last year?
Did you gain or lose in weight?
Are you as heavy as Mr. .....?

Who is the heaviest man in the class?
How much do you weigh without your clothes?
I eat soup with a .....
A knife is used for .....
I eat potatoes with a .....
The table is covered with a .....
I put salt on my .....
From a ..... I drink water.
My head is on my .....
I have two ..... in my head and .....
ears.
I see with my .....
I have ..... fingers and ..... toes.
My arms are ..... than my legs.
I ..... with my nose.
I ..... with my feet.
My teeth are .....

Who is:

rich?	poor?	tall?	short?
quick?	slow?	dark?	light?
bright?	dull?	stout?	thin?
polite?	impolite?	strong?	weak?
careful?	careless?	sick?	well?

What is:

above you?
below you?
in front of you?
behind you?
to the right of you?
to the left of you?

Write these sentences, filling in the blank spaces:

The windows are ..... of me.
The door is ..... of me.
The teacher is ..... me.
Mr. ..... is in front of me.
The ceiling is ..... me.
The floor is ..... me.
The desk is ..... me.
Mr. ..... is behind me.
My book is ..... the table.
My feet are ..... the table.

LESSON LIX

BUYING A HAT

My hat is very old. I need a new hat. I go to a hat store. The salesman smiles and bows.

Salesman: What do you wish?

Customer: I want a hat.

Salesman: What kind of hat do you want?

Customer: I want a soft hat.

Salesman: What size do you wear?

Customer: I wear size 7.

Salesman: Try this one on, please.

Customer: I do not like this hat. The brim is too large.

Salesman: Let me show you another style. Try this hat, please.

Customer: I like this hat. How much is it?

Salesman: This hat costs two dollars and fifty cents.

Customer: I'll take it.

Salesman: Shall I wrap it up for you or will you wear it?

Customer: I'll wear the new hat. Please wrap up the old one.

(Vary this lesson by buying a derby hat; object to the color, price, crown, fit, material. Introduce the meanings of the following words in the course of the conversation: dear, cheap, afford, felt, soft, smooth, rough.)

EXERCISES

Have you a new hat?
What kind of hat do you wear?
What size is your hat?
Where do you buy your hat?
How much do you pay for a hat?
What do you say to the salesman?

LESSON LX

SINGULAR AND PLURAL

ONE, MORE THAN ONE

The boy reads.	The boys read.
The man buys.	The men buy.
The child sleeps.	The children sleep.
The woman sweeps.	The women sweep.
The lady goes shopping.	The ladies go shopping.

Select the correct form in these sentences:

The butcher (sell, sells) meat.
Horses (eat, eats) oats.
This tool (cut, cuts) well.
The grocer (weigh, weighs) the flour.
The doctor (bandage, bandages) my arm.
The sun (shine, shines).
She (walk, walks) into the room.
Every man (work, works) for a living.
The boss (treat, treats) his men well.
At twelve o'clock the whistles (blow, blows).

The children (come, comes) home from school.
In the garden many pretty flowers (grow, grows).
Our cow (give, gives) us fresh milk.
My parents (write, writes) me a letter every week.
We (eat, eats) our dinner at home.
The man and his wife (dance, dances) beautifully.
My son and my daughter (go, goes) to school.
The people of America (love, loves) freedom.
He (become, becomes) a citizen of the United States.
Our country (protect, protects) you.
In the park the band (play, plays).
He (speak, speaks) English very well.

LESSON LXI

CONTRACTIONS

In talking, the following expressions are usually shortened thus:

I am	is shortened to	I'm.
you are	"	you're.
he is	"	he's.
she is	"	she's.
it is	"	it's.

that is	is shortened to	that's.
what is	"	what's.
who is	"	who's.
we are	"	we're.
they are	"	they're.
I have	"	I've.
we have	"	we've.
they have	"	they've.
he is not	"	he isn't or he's not.
I cannot	"	I can't.
I do not	"	I don't.
he does not	"	he doesn't.

EXERCISES

Use contracted forms in these sentences:

What is the matter?
You are wrong.
This is not Russia.
He is my friend.
It is true.
Who is the foreman?
I cannot go with you to-day.
I have had the pleasure of meeting you before.

That is not your affair.
I am not interested in your story.
Can you not come to court?
I am a native of America.
We do not work on Labor Day.
He does not know what you mean.

LESSON LXII

WORDS THAT TELL "HOW" OR "IN WHAT MANNER"

The man is slow.	He works slowly.
He is a rapid reader.	He reads rapidly.
Her dress is beautiful.	She dresses beautifully.
My coat is warm.	I am warmly dressed.
The judge was kind.	He spoke kindly.

Use the following words in sentences:

bright	brightly	slow	slowly
rapid	rapidly	easy	easily
brave	bravely	lazy	lazily
wise	wisely	good	well
soft	softly	poor	poorly
hard	hard	sudden	suddenly
equal	equally	swift	swiftly

EXERCISES

Fill the blank spaces with words that tell "how."

The fire is burning .....
I walk very .....
Diamonds sparkle .....
You speak English .....
It is raining .....
The door closed .....
The money was divided ..... between the children.
He swam ..... across the river.
Our soldiers fought ..... in the war.
The man died .....
The Belgian people were ..... fed.
..... the weeks go by.
General Foch ..... decided to wait.
..... it began to rain.
The nurse spoke ..... to the wounded soldier.
He turned around ..... to look at her.
She was dressed .....
She came ..... to his side.
The tired man walks .....

LESSON LXIII

PREPOSITIONS

to	for	in	into
of	on	by	near
at	from	across	against
with	between	before	behind
among	beside	over	through
below	upon	without	beyond
under			

Read the following sentences, filling in the blanks with the correct preposition:

I went ..... a wedding.
He took it ..... me.
This coat was stolen ..... me.
It belongs ..... my brother.
What's the matter ..... you?
The table is covered ..... flies.
I have a reference ..... my last employer.
I am sorry ..... you.
Don't be angry ..... the policeman.

Why are you laughing ..... the man?
We bought the shoes ..... the shoemaker.
The coat was made ..... the tailor.
Her dress is made ..... silk.
He walked ..... the shop ..... ten o'clock.
Bathing is very good ..... the health.
Don't live ..... your means.
The floor is ..... the feet.
The apple falls ..... the tree.
Don't speak ..... my back.
He sat ..... two ladies.
May I ask you ..... a light?
He threw a ball ..... the window.
..... the door was a sign.
The boat sailed ..... the ocean.
We take a bath ..... breakfast.
He was grateful ..... me ..... my kindness.
Place your hands ..... the shoulders ..... the man ..... front of you.
When you walk ..... the room, put your hat ..... the closet.

LESSON LXIV

THE PROGRESSIVE FORM

I work every day. Now I am working.

I read English. At this moment I am reading English.

Mr. Brown teaches all the time. He is teaching us now.

These men learn to speak English. They are learning this evening.

You speak every day. You are speaking now.

The woman washes her clothes. She is washing now.

I take, to-day; every day; at the present time.

You take.	We take.
He takes.	You take.
She takes.	They take.
It takes.	

I am taking, now; at this moment; at present.

You are taking.	We are taking.
He is taking.	You are taking.
She is taking.	They are taking.
It is taking.	

Change the following sentences to the progressive form:

The church bells ring.
The people go to church.
They sit in the pews.
The minister reads the Bible.
He delivers a sermon.
The widow prays for her husband.
I sing a hymn.
You listen to me.
We bow to our neighbors.

Questions to be answered by the pupils:

What are you doing now?
Who is talking now?
Are you working now?
What were you doing at noon?
What are you looking at?

NOTE.—Let a pupil perform several actions in succession and let the class describe the actions, *e. g.*, you are sitting, you are standing, you are walking, you are writing, etc. Vary the procedure by describing actions in different persons, *e. g.*, he is walking, they are writing, etc.

LESSON LXV

ASKING YOUR WAY

This advertisement was in a newspaper:

WANTED—Cigarmakers—Men and Women.
Apply in person at the factory before 10 o'clock. Strauss & Co., 25 E. 34 St.

John Smith saw this advertisement. He is a cigarmaker but he has no position. He met a policeman and asked him how to go to 25 East 34th Street. This is the conversation between John Smith and the policeman:

John Smith: Excuse me, sir! Please tell me how to go to 25 East 34th Street.

Policeman: Take the Eighth Avenue car and get a transfer. Ride down to 34th Street and take the East 34th Street car. Ask the conductor to let you off at No. 25.

John Smith: Thank you very much.

Smith took the car and got off at 34th Street. He then asked a stranger which was the East 34th Street car.

John Smith: I beg your pardon, can you tell me which is the East 34th Street car?

Stranger: This car coming now goes east. How far do you want to go?

John Smith: I want to go to No. 25 East 34th Street.

Stranger: Ask the conductor to let you off.

John Smith: I'm much obliged to you, sir.

The conductor called out when Smith was near No. 25. He got off at the corner and walked a little distance until he came to the cigar factory of Strauss & Co. He went inside and applied for the job.

EXERCISES

Conversation between two pupils:

Ask how to go to the public library. To the theatre. To the park. To the museum. To the post-office. To the railroad station. To the bank. To the glove-counter in the department store.

(*Note to the Teacher:* The teacher should participate in this dramatization until the pupils have acquired confidence. Then let two bright pupils conduct the conversations and gradually draw in the less advanced pupils.)

LESSON LXVI

FORMS USED IN LETTERS

TITLES

To a man: Mr. James Smith.

To an unmarried lady: Miss Mary White.

To a boy: Master Fred Brown.

To a married lady: Mrs. Bessie Green or Mrs. John Green. (The lady is married to John Green.)

To a firm: Messrs. Green & Blue.

To a company: The American Express Company.
Messrs. R. H. Macy & Co.
Charles Scribner's Sons.

To a lawyer: Ralph Emerson, Esq.

To a physician: Dr. Henry Wile.

To a public man: Hon. Theodore Roosevelt.

SALUTATIONS

To a man:

Dear Sir:	My dear Sir:
Dear Mr.	My dear Mr. .....

To a woman:

Dear Madam:	My dear Madam:
Dear Miss	My dear Miss .....
Dear Mrs.	My dear Mrs. .....

To a firm or to a company:

Dear Sirs:	Gentlemen:

To a friend:

My dear George,	My dear friend Tom,
Dear George,	Friend Tom,
	Dear Tom,

Complimentary close:

Yours truly,	Yours respectfully,
Very truly yours,	Yours sincerely,
	Your friend,

LESSON LXVII

LETTER ASKING FOR INFORMATION

147 Main St.,
Boston, Mass.
March 10, 1918.

Mr. T. F. Goode,
General Industrial Agent,
Proud Park Realty Co.,
Woolworth Building,
Galveston, Texas.

Dear Sir:

Kindly send me information about the farm which you advertise for sale.

Very truly yours,
James Kuneker.

36 Warren St.,
New York, June 5, 1918.

Messrs. J. F. Smith & Co.,
Woolworth Building,
New York City.

Gentlemen:

Please send me a catalogue of your Household Goods.

Yours truly,
Frank Gordon.

10 Shipmen Ave.,
Detroit, Mich.
July 2nd, 1918.

The Travellers Life Ins. Co.,
Hartford, Conn.

Dear Sirs:

I should like some additional information about the Life Insurance plan which you advertise in this morning's Times.

Truly yours,
Clara Carpenter.

Write a letter to one of the following:

To a vocational school for information and for catalogue of their courses.

To the Postum Food Company for a sample of their goods.

To the Victor Phonograph Company for a catalogue of their new records.

To the Western Magazine Company, enclosing ten cents for a sample copy of their magazine.

To the Ford Motor Company for information about terms of employment.

To the Metropolitan Life Insurance Company for information about the cost of a policy for you. Be sure to give your age at your nearest birthday, what kind of policy you want, and for how much you wish to be insured.

To the Lost and Found Department of the Interborough Rapid Transit Company, asking whether an article which you lost has been found. Describe the article so that they may be sure it belongs to you.

To the advertiser in the following advertisement:

> WANTED: 10 men for profitable work at home. No experience necessary. State age and education. R. 216 Times.

LESSON LXVIII

NUMBER EXERCISES

1st—first.	12th—twelfth.
2d—second.	13th—thirteenth.
3d—third.	14th—fourteenth.
4th—fourth.	15th—fifteenth.
5th—fifth.	16th—sixteenth.
6th—sixth.	17th—seventeenth.
7th—seventh.	18th—eighteenth.
8th—eighth.	19th—nineteenth.
9th—ninth.	20th—twentieth.
10th—tenth.	21st—twenty-first.
11th—eleventh.	100th—one hundredth.

The twelve months of the year are:

January.	May.	September.
February.	June.	October.
March.	July.	November.
April.	August.	December.

What is the 1st month?
What is the 12th month?
What is the 3d month?
What is the 5th month?

What is the 7th month?
What is the 2d month?
February is what month?
November is what month?

What day of the week is Sunday? Saturday? Wednesday? Thursday?

On what day of the month did school open?

On what day of the month does Christmas come? New Year's?

Here is a list of the first sixteen Presidents of the United States.

George Washington.	William Henry Harrison.
John Adams.	John Tyler.
Thomas Jefferson.	James K. Polk.
James Madison.	Zachary Taylor.
James Monroe.	Millard Fillmore.
John Quincy Adams.	Franklin Pierce.
Andrew Jackson.	James Buchanan.
Martin Van Buren.	Abraham Lincoln.

Who was the first President? the fifteenth? the sixteenth? the eighth? the third? the fifth? the second? the seventh? the fourth?

LESSON LXIX

ORDERING GOODS BY MAIL

27 Penn. Ave.
Pittsburgh, Pa.
June 15, 1918.

Messrs. Sears, Roebuck & Co.,
Chicago, Ill.

Gentlemen:

Kindly send me C. O. D.
the following goods:
One 5 blade pearl handle
pocketknife $1.00
One pair sterling silver
cuff buttons .75

Very truly yours,
John Brown.

Order by mail a bill of goods from any firm whose name you know. State the method of payment: whether it is C. O. D., or whether you enclose check, cash, money-order, or postal money-order, or whether you want the goods charged to your account.

LESSON LXX

LETTER OF COMPLAINT

167 Macon St.,
Atlanta, Ga. July 1, 1918.

Messrs. John Benson & Co.,
Atlanta, Ga.

Gentlemen:

On the 15th of this month, I received from you one package which was supposed to contain 25 yards of dress silk.

On opening the package, I noticed that the silk was badly damaged and that it was two yards short.

Will you kindly let me know how I may return the goods?

Very truly yours.

Write a letter complaining that goods which you ordered have not arrived.

Write a letter complaining that a bill of goods which you ordered failed to arrive on time.

Write a letter stating that the box in which goods were packed was opened.

Write a letter complaining that the goods which you received were not the goods which you ordered.

Write a letter saying that the goods which you received were poorly made.

LESSON LXXI

NOTICE OF REMOVAL

123 Duane St,
New York, July 14, 1918.

The Geo. Washington Society,
100 West 16th St,
City.

Gentlemen:

Please take notice that I have moved from 123 Duane St, to 234 Carlton Ave.

Yours truly,
Albert Moreno.

Other ways of writing this letter:

Kindly change my address from
123 Duane St., to 234 Carlton Ave.

I hereby notify you that I
have moved from 123 Duane St.,
to 234 Carlton Ave.

Read the model letters on this page.
Write the same kind of letter to one of the following:

The Dime Savings Bank.
The New York Life Insurance Company.
The Consolidated Gas Company.
The principal of your school.
The Home Life Insurance Company.
Your employer.

(*To the Teacher:* After careful study of the model for thought, vocabulary, and form, let pupils answer the questions orally. This will give them practice in speaking and at the same time help them when they come to write. While the rest of the class is writing on paper, let several pupils write their letters on the blackboard. Criticism of these letters written on the blackboard will help to make the pupils self-critical.)

LESSON LXXII

LETTER OF COMPLAINT

125 E. Broadway,
New York, Nov. 1, 1916.

The American Express Co.,
125 Broadway,
New York City.

Gentlemen:

On March 15, 1916, I deposited with you $25.00 to be forwarded to my brother, John Ruskiloff, in Vilna, Russia.

I received word to-day that the money has not been received by him.

Kindly investigate and let me know why the money failed to arrive.

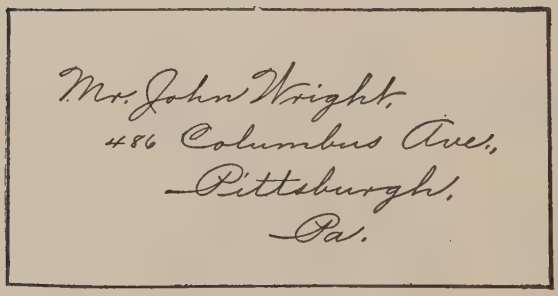
Yours truly,
Frank Ruskiloff.

Write a letter to the Adams Express Company asking for information about a package which you shipped.

Write a letter to the Westcott Express Company asking why your trunk failed to arrive.

LESSON LXXIII

ADDRESSING AN ENVELOPE



Write your address on an envelope.

Address an envelope to each of the following:

The New York Life Insurance Company, 346 Broadway, New York City.

Sears, Roebuck & Company, Chicago, Ill.

Henry Smith, in care of Jackson & Brown, 118 Walnut Street, Philadelphia, Pa.

Scribner's Magazine, 597 Fifth Avenue, New York City.

LESSON LXXIV

EXCUSE FOR ABSENCE

123 Duane St.,
New York City.
Dec. 1, 1916

Mr. Frank Tierney,
Public School 152.

My Dear Mr. Tierney,

Please excuse my absence from school to-night. I am not feeling well.

Your pupil,
George Black.

Heading.

Title.

Salutation:

I am sorry to say that I shall be absent this evening because I am ill.

Close,

Name.

Address.
City or town.
Date.

Name of person to whom you write.
Address.

Dear Sir:—
I cannot come to school this evening because I am sick. I hope you will excuse me.
Yours truly,

Name.

Write a letter to your teacher telling why you were absent.

Write a letter to the school telling the teacher why some other member of your family was absent.

Write a letter to your employer telling him why you were absent from work or why you cannot go to work.

What is the *heading* of a letter?

What should the form of salutation be in writing to each of the following: Curtis Brothers? James McCreery & Co.? Committee on Public Information? your teacher? your employer? the mayor of your town?

LESSON LXXV

AT THE THEATRE

The other day I met my friend James. I was very glad to see him. He told me that he had a very good position and that he was doing well. He said: "Let's go to the theatre this evening." I said: "All right. What play shall we see?" We looked at the advertisements in the newspaper and made up our minds to see a musical comedy.

We walked to the theatre. In front of the box-office there was a line of people waiting for tickets. The price-list near the box-office showed the prices charged for seats:

PRICE-LIST

Box Seats	$2.00 each
Orchestra	1.00 "

Balcony:

First three rows.....	.75	each
Other rows.....	.50	"
Gallery.....	.25	"

I heard my friend say: "Please let me have two fifty-cent seats." When the man gave him the tickets he said: "These seats are too far to the side. Have you nothing in the centre?" I think they had no better seats because James said: "Well, let me have seventy-five-cent seats."

Then we entered the theatre. The doorman took our tickets, tore off the stubs, and gave us back the seat number. We showed our seat numbers to the usher. He showed us our seats. We could see the stage very well. The orchestra was playing and we had just time to glance at our programmes when the curtain rose and the play began.

The curtain went down after the first act. We had time to look around and saw many

little red EXIT signs. We enjoyed the play very much, especially the music and the dancing.

EXERCISES

How often do you go to the theatre?
Where do you like to sit in the theatre?
What kind of plays do you like to see?
What does the doorman do? the usher?
Where is the curtain? the stage? the balcony?
Where can you see the price-list?
How can you find out what play to see?

(*To the Teacher:* Instruct pupils to bring newspapers to school and teach them how to read advertisements of plays.)

LESSON LXXVI

YOU

The word "you" always takes a plural verb in English, even when we speak to one person. We never say "you is" or "you was." We say "you are" and "you were."

You are an American to-day.
You were a foreigner not long ago.
Your wife was sick yesterday.
Were you able to work?
Are you a citizen of the United States?

The word *you* is used in speaking to *one* person as well as to more than one. We say: "John, you are a good boy." Here we are speaking to one boy. We say: "John and Fred, you are good children." "You Americans obey the law." Here we are speaking to more than one.

EXERCISES

In the blank spaces below, choose the correct form of "was" or "were."

Where ..... you all day?
When ..... the men discharged?
Our door ..... locked.
The stores ..... closed on New Year's Day.
..... you ready at six o'clock?
The building ..... destroyed by fire.
..... the letter-carrier here?
My letters ..... mailed.
The post-office ..... closed.
Why ..... you absent from school?
With whom ..... you at the theatre?
You and I ..... good friends.
..... your friend working yesterday?
Whose book ..... you reading?
Your shoes ..... well polished.
..... you ever discharged?
How much ..... your wages?
January and February ..... cold months last year.
I ..... sick and you ..... my nurse.
The children ..... in school.
Each man ..... there with his wife.

LESSON LXXVII

IN A DEPARTMENT STORE

CONVERSATION BETWEEN CUSTOMER AND SALESMAN

"Good evening. What can I do for you?"

"I'd like to see a man's suit, please."

"For yourself?"

"Yes. I want a good business suit in gray or brown."

"Try this coat on, please. I want to see what size you wear. This fits very well. You take size 38."

"The sleeves are a little too long."

"We can change that very easily. We make no charge for alterations."

"I don't like this material. It's too rough. Please show me something better."

"Here's a very fine suit, well tailored and very reasonable."

"Let me try this on, please. What is the price of this suit?"

"You may have it for eighteen dollars. Please step this way and put on the vest and trousers."

"The shoulders need lifting and the trousers are too long."

"Our tailor will alter that very easily."

"When can the suit be ready?"

"You may have it by Wednesday. Shall I send it or will you step in for it?"

"Please send it to my home."

"We have a special sale in ties. Let me show you some of them."

"No, I don't need any, thank you. Good night."

(*To the Teacher:* To secure variety, let pupils vary the sentences in the preceding lesson. Thus, instead of "What can I do for you?" accept such sentences as "What do you wish," "Can I do anything for you?" Each pupil should write a varied form of the important sentences in his note-book. These written conversation forms will make interesting reading to the class.)

LESSON LXXVIII

CONVERSATION EXERCISES

The words on this page are used in buying and selling.

Make sentences in which you use as many of these words as you know.

Let two students act as salesman and customer. Make up a conversation in buying an article.

Buy. Sell. Dear. Cheap. Bargain. Afford. Can't afford.

How much? What's the price of .....? What does ..... cost?

Sale. Reduced.

Soiled. Damaged. Torn. Broken.

Send. Exchange. Return.

Fit. Becoming. Tight. Loose. Big. Large. Small. High. Low.

Pretty. Ugly.

Rough. Smooth. Coarse. Fine.

Well made. Badly made.

Dark. Light. Shade.

Credit. Change.

Cash. C. O. D. Instalment. Check. Money-order.

Articles to be bought:

For Men: Shirt, collar, tie, gloves, underwear, sweater, hat, cap, shoes, slippers, socks, handkerchiefs, belt, overalls, suit, trousers (pants), overcoat.

For Women: Waist, skirt, shoes, stockings, garters, gloves, underwear, shawl, belt, petticoat, suit, jacket, coat, hat, veil, ribbon.

Goods are made of: Wool, cotton, silk, linen.

Names of goods: Silk, velvet, satin, plush, wool, cotton, linen, muslin, calico, flannel, cambric.

EXERCISES

For written work and spelling: With books open, write a conversation between salesman and customer.

Read your conversation lesson to the class.

LXXIX

PUBLIC SIGNS

Last Sunday it was very warm and we decided to spend the day in the country. On our way we read all the signs which we saw. In the trolley-car there was this sign:

SMOKING ON THE FOUR REAR SEATS ONLY

When we arrived at the RAILROAD STATION we found that we had just missed a train. The gates were down and we had time to read several signs.

In the WAITING–ROOM we noticed more signs:

NO SMOKING

SPITTING ON THE FLOOR PROHIBITED

We looked around the room at all the windows and doors. Everything seemed to have a sign on it. There was the TICKET OFFICE

and the TELEGRAPH OFFICE. Next to that was a window marked INFORMATION. The busiest place of all seemed to be the BAGGAGE-ROOM. It was piled high with trunks and hand-bags. One door was marked NO ADMITTANCE and another had a sign on it which read PRIVATE. They did not want any one to enter either of these two doors.

At last our train arrived. The conductor called ALL ABOARD; the whistle blew, and we were off for the country.

In about an hour we got out at our station. There was a pretty little garden near by, but the children could not play there because they saw the sign KEEP OFF THE GRASS. We passed other pretty places, but we did not go near them because the signs warned us off. These were some of the signs:

NO THOROUGHFARE
NO TRESPASSING
NO CROSSING
COMMIT NO NUISANCE
KEEP OUT

At last we came to a beautiful field which had no signs to keep us out, and we spent a very pleasant day in the country.

LESSON LXXX

CONVERSATION LESSON ON SIGNS

Read the signs printed below and on pages 149 and 150.

Where have you seen these signs?

Pick out the signs which you see every day.

What other signs do you see on your way to work?

What signs do you see in your shop?

Which of these signs is not clear to you?

CHILDREN UNDER SIXTEEN NOT ADMITTED.

HELP WANTED.

MEN WANTED FOR THE UNITED STATES ARMY.

MEN WANTED FOR THE UNITED STATES NAVY.

DENTIST.

DRUGGIST.

APOTHECARY.

DOCTOR.

OFFICE HOURS, 10 TO 11 A. M.—5 TO 6 P. M.

TO LET.

FOR RENT.

FOR SALE.

FIVE DOLLARS DOWN AND FIFTY CENTS A WEEK.

FREIGHT ELEVATOR.

UP–TOWN.

DOWN–TOWN.

U. S. MAIL.

POLICE–STATION.

HOSPITAL STREET.

HANDS OFF.

ENTRANCE AROUND THE CORNER.

SCHOOL STREET—DRIVE SLOWLY.

PUSH.

PULL.

BEWARE OF THE DOG.

DO NOT FEED OR ANNOY THE ANIMALS.

SMOKING–ROOM.

SAFETY FIRST.

EXPRESS OFFICE.

DANGER.
PAINT.
POST NO BILLS.
TELEPHONE PAY-STATION.
FIRE-ESCAPE.
FIRE-ALARM.
MEN'S LAVATORY.
FOR MEN.
FOR WOMEN.
THIS WAY OUT.
PAY AS YOU ENTER.

LESSON LXXXI

THE WEATHER

This is a very warm and pleasant day.

The sun is shining brightly and there is not even one cloud in the sky.

It is too warm for an overcoat.

The paper says that we shall have showers this evening, but I do not always believe what the newspaper says.

I shall not take an umbrella.

Yesterday it rained very hard. The wind blew and the rain came down in torrents. I forgot to take my rubbers and I caught a very bad cold. I do not feel well in rainy weather. Everything is cold and damp. My clothing clings to my body, and yet I know that we must have rain.

The farmers need rain for their crops.

In winter the snow falls and covers the streets and fields. When the warm weather comes the snow becomes soft and then we have slush. Snow keeps the plants warm. It is like a white blanket. The cold north wind cannot freeze the little plants.

(*To the Teacher:* Teach pupils to find and to read weather notices in the newspapers.)

LESSON LXXXII

CONVERSATION ON THE WEATHER

"How do you feel?"

"I am very well, thank you. How are the children?"

"They are all right, thanks. Isn't the weather fine?"

"Yes, the sun feels fine after all the rain we've been having."

"Don't you like the rain?"

"I don't mind the rain, but I don't like the wind. I'm afraid we're going to have a storm."

"No, I think not. It's too early in the season for a storm."

"Don't you remember at this time last year we had a snow-storm?"

"Well, I hope we shan't have any storm now. It would spoil my business."

"We can't complain of the weather in this part of the country."

"No, the weather is mild most of the year."

"Yes, we never have great changes."

"The Summers are hot, but they don't last long."

"But aren't the Winters cold?"

"True, our Winters are cold, but the frost does not stay long."

"I know some people who go south in Winter and north in Summer."

"Where do they go?"

"They go to Florida and other southern resorts during the cold weather. There they can bathe in the ocean in December and January. When it gets hot they go north to the mountains."

EXERCISES

What season do you like best?

How can you tell what the weather will be?

How does the farmer tell?

Tell the class about the worst storm you saw.

Talk to the class about the weather in the country from which you came.

LESSON LXXXIII

CONVERSATION ON TRADE-SCHOOLS

Mr. Brown: How are you, Mr. Young?

Mr. Young: I am very well, thank you. How is Mrs. Brown?

Mr. Brown: Mrs. Brown is not feeling very well. She has a toothache. How is business?

Mr. Young: Business is poor just now. We have had a dull season and I have been laid off.

Mr. Brown: I am sorry to hear that. You ought to learn a trade.

Mr. Young: I wish I could. I don't speak English well enough.

Mr. Brown: Well, you can remedy that; go to night school. It's free.

Mr. Young: I am going to night school and I am learning English, but they don't teach me a trade.

Mr. Brown: No; that's true; but after you speak English well enough you can find out where you can learn a trade.

Mr. Young: Are there free trade-schools in this country?

Mr. Brown: Oh, yes! Find out about them in the evening school.

Mr. Young: Has the teacher a list of trade-schools?

Mr. Brown: I don't know whether they have such a list, but the teacher can easily find out where you can learn a trade, if you are interested.

Mr. Young: Thank you very much. Give my regards to Mrs. Brown.

Mr. Brown: Thank you, I shall. I wish you would come to see us. We shall be very glad to see you and learn how you are getting along.

Mr. Young: I'll let you know just as soon as I've found a school. Good night.

LESSON LXXXIV

HE, SHE, IT, THEY

Read the sentences below and fill in the blank spaces as follows:

He for a man or a boy.
She for a woman or a girl.
It for a thing.
They for two or more persons or things.

John is a butcher. ..... works very hard.

Mary works in a laundry. ..... earns ten dollars a week.

The cook baked a pie. ..... tasted very good.

The window is shut. Please open .....

Take this boy home. ..... is lost.

Where are my tools? ..... are in the shop.

Have you seen my son? Yes; ..... just went to school.

The boss wants two men. ..... must be experienced men.

Where did you put my shovel? I put ..... in the cellar.

Is the table set? Yes, ... is set.

This knife is sharp. ..... is made of steel.

The waitress serves my lunch. ..... is very neat.

LESSON LXXXV

HIS, HER, THEIR

In the sentences below, say HIS when speaking of one male (a man or a boy); say HER when speaking of one female (a woman or a girl); say THEIR when speaking of two or more persons.

The man is eating ..... dinner.

The wife is sewing ..... dress.

They live in ..... own house.

The girl is playing with ..... doll.

The boy is studying ..... lessons.

Every man must know ..... business.

Each maid has ..... room.

Let every man do ..... duty.

Has any one lost ..... rubbers?

All Americans honor ..... flag.

Everybody wants to do things in ..... own way.

Taking ..... tools, the carpenter walked away.

The children saw ..... father for the first time in two years.

When ..... work is done, the mother sits down to rest.

The women in this country deserve ..... freedom.

Taking ..... child in ..... arms, John cried for joy.

Jones & Smith employed the girl in ..... store.

Before the soldiers stood ..... commander.

LESSON LXXXVI

VEGETABLES

Americans like many vegetables with their meals. There are some people who eat nothing but vegetables. Vegetables are very healthful food. At every meal, Americans eat some vegetable, and sometimes they eat three or four vegetables. We eat potatoes boiled, mashed, or fried. Tomatoes are sliced and eaten raw with

salt and pepper. Tomatoes, potatoes, celery, and carrots are used to give soup a flavor. Beans, peas, and carrots are eaten as side dishes. In the summer-time, fresh green lettuce is eaten as a salad, with vinegar, oil, and pepper. Garlic and onions are sometimes used to give flavor to meat and soup, but Americans rarely eat raw onions. The smell of onions and garlic is so strong that we can tell when a person has eaten them. When you smell onions or garlic on a person's breath, you will usually find that this person has not been very long in America. American cooking is very plain. We do not like greasy or fatty foods nor do we like very strong seasoning.

EXERCISES

What vegetables do you like?
How do you prepare your vegetables?
Why are vegetables good for you?
At what meals do you eat vegetables?

LESSON LXXXVII

THEATRE EXITS

Every theatre has a ticket-office where you buy your ticket. Before you enter, the man at the door takes your ticket and drops it into a box, or he tears the ticket in half and gives you one part and he keeps the other part. As soon as you enter, the usher shows you to your seat. In front of you is the stage. The orchestra usually sits in front of the stage. All around the room you will see little signs in red or white marked EXIT. The sign means that you may go out by that door. When you enter a theatre, pick out the nearest exit. Go out by the nearest exit if there is any danger of fire or panic.

Never run, shout, or push in any public place like a theatre, church, or school. Accidents happen because people become frightened

when they hear some one call "FIRE!" They then push, run, and trample the people who fall down. Many have lost their lives in such panics. Keep cool and keep out of crowds. There is very little danger if you do not get excited and lose your head. Most schools and theatres can be emptied in less than three minutes if you walk out in an orderly way. There is great danger, however, when there is crowding at the exits.

EXERCISES

What does the sign EXIT mean?
What does the sign ENTRANCE mean?
What other signs do you see in a theatre?
What other signs do you see in a shop?
What do you see when you enter a theatre?
How do accidents occur in public places?
How can they be prevented?
Tell how you buy a ticket for the theatre.
Read the first paragraph, changing every sentence to the past tense.

LESSON LXXXVIII

PRESENT PERFECT

I have slept, eaten, washed, worked.
You have slept, eaten, washed, worked.
He has slept, eaten, washed, worked.
She has slept, eaten, washed, worked.
It has slept, eaten.
We have slept, eaten, washed, worked.
You have slept, eaten, washed, worked.
They have slept, eaten, washed, worked.

The form just used is the present perfect tense. Tense means time. It is called present because the time is always present—to-day—this week—this year—this month—or any time that is still going on. It is called perfect because the action is perfected or finished. Therefore we use the present perfect tense when we wish to express an action which is completed but the time in which the action is completed is not yet past.

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EXERCISES

What does the sign EXIT mean?
What does the sign ENTRANCE mean?
What other signs do you see in a theatre?
What other signs do you see in a shop?
What do you see when you enter a theatre?
How do accidents occur in public places?
How can they be prevented?
Tell how you buy a ticket for the theatre.
Read the first paragraph, changing every sentence to the past tense.

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They have slept, eaten, washed, worked.

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I have worked hard *this week.*
I worked hard *last week.*
It has rained *all day.*
It rained *yesterday.*
This month we have made no progress.
Last month we made much progress.
During the present year there have been many changes. *Last year* there were many changes.

In the first sentence we say "I have worked hard this week" because the week is not yet over. We say "I worked hard last week" because last week is all past.

EXERCISES

(Insert the proper form.)

Many years ago I ..... in Europe (live).
Last night we ..... a new book (read).
I ..... that story before (hear).
The children ..... you do it (see).
All my life I ..... him (know).
When he became sick they ..... him home (take).

LESSON LXXXIX

THE SEASONS

The four seasons of the year are SPRING, SUMMER, AUTUMN (or FALL), and WINTER. Summer is the hot season in this country and comes during the months of June, July, and August. The leaves and grass are green and the trees are in full bloom in summer-time. This is the busy time for the farmer. From early morning until late at night the farmer takes care of his garden, his crops, and his cattle. Many farmers keep boarders during the Summer. People in the cities like to go away from the hot streets. They go to the cool places in the mountains, to the farms, or to the ocean breezes at the seashore. Even the very poor people go to a park or to a resort on Sundays or holidays. Central Park, in New York City, is crowded during the

Summer on every Saturday and Sunday. Thousands of people bathe in the ocean at Coney Island or at the other seaside resorts near New York City.

After Summer comes Autumn (or Fall) during the months of September, October, and November. The beginning of Autumn is usually very pleasant. Some people prefer (like better) Autumn to any other season. Now the leaves begin to fall and cover the grass with a brown carpet. Now the Summer boarders come back to the city. The children return to school and business goes on as usual.

December is the first Winter month. December, January, and February are the Winter months, but cold weather sometimes comes earlier, in November or in October. In the northern part of the country the ground is frequently covered with snow by Thanksgiving Day. Even if the weather is mild it is good to have warm Winter clothing. In snow or rain it is wise to wear rubbers or rubber boots.

Many people catch colds by going out in rainy or in slushy weather without protection for the feet. These colds are dangerous because they lead to more dangerous sicknesses like grippe, pneumonia, and consumption.

The weather changes very quickly and sometimes without warning. It is best to be prepared during the Winter by wearing Winter clothing until the Winter is over.

EXERCISES

What are the four seasons?
In what season is January? September? July? March?
When is the farmer's busy time?
Where do city people go in the Summer?
Which season do you prefer?
Why do you like Autumn?
When does the grass begin to grow?
In what season do we have snow?
What kind of clothing must we wear in Winter?
Why should we wear rubbers in rainy weather?
What season have we now?
What is the cold season of the year?
What does the farmer do during each season?

LESSON XC

SAFETY FIRST

Every year thousands of people are hurt or killed because they are not careful. Foolish people take risks unnecessarily. Wise people believe in safety first.

In large cities there is a policeman stationed at busy street corners. He holds up his hand, and all the traffic stops to let the people cross

the street. Then he blows a whistle and the traffic goes on. Sometimes the policeman has a sign showing which way traffic may go on.

Many people are hurt and killed in panics because they do not obey simple rules. In every theatre in large cities you will find some such notice as this printed in your programme:

FIRE NOTICE

Look around NOW and choose the nearest exit to your seat. In case of fire, walk (not run) to THAT exit. Do not try to beat your neighbor to the street.

ROBERT JONES,
Fire Commissioner.

It is dangerous to cross the street where automobiles, wagons, and horses are going.

At every crossing railroads place a sign which reads: DANGER CROSSING or STOP—LOOK—LISTEN.

Children especially like to take risks. They jump on cars, hold on to swiftly moving wagons while skating, stand on the steps of ice-

wagons, and run in front of automobiles and wagons. They do these things because children must play and must be active. A good, strong, healthy child can no more keep still than a kitten. It is natural that a child should play. In order that a child may not be hurt while playing we must provide suitable play places where the growing child will not be tempted to take great risks. Playgrounds and recreation centres are fine places for children because they can play without danger. Every city and every town must provide play space for its children. Find out who has charge of the playgrounds in your town and what is being done to make the streets safe.

EXERCISES

What safety devices are there in your factory?
Could anything be done to make the work safer?
Where do the children in your town play? Is it safe?
What ought to be done to make playing safe? Who could do this for the children?
How could you start a movement for safe playgrounds?

LESSON XCI

AN INVITATION TO THE THEATRE

(The teacher should take part in the dramatization to give confidence to the pupils. After the most advanced pupils have had an opportunity to act out the parts the slower pupils may be called upon for dramatization.)

ON THE STREET

"Good evening, John."

"How do you do, Mr. Curry. I'm glad to see you." *(They shake hands.)*

"Have you anything to do this evening?"

"Not particularly. I was just going for a walk."

"I want you to be my guest at the theatre this evening."

"That's very kind of you, Mr. Curry. I'll be glad to go with you."

"What do you want to see?"

"I don't know. I haven't seen a play for a long time."

"Do you like comedy or tragedy? Or perhaps you'd like to see something musical?"

"Let's see the advertisements in the newspaper." *(They examine the advertisements in the newspaper.)*

"Here is a play that everybody likes."

"Very well. I'd like to see it." *(They walk to the theatre.)*

AT THE BOX-OFFICE

"Give me two orchestra seats, please."

"Orchestra seats are all sold. I have some good balcony seats left."

"Where are they?"

"Second row, centre."

"I'll take them." *(Takes tickets and pays for them.)*

AT THE TICKET-TAKER'S BOX

"Tickets, please!"

"Here they are."

(Tears off the stubs and hands them back to Mr. Curry.) "Take the staircase to the right."

"Thank you."

INSIDE THE THEATRE

"Your tickets, please!" *(Looks at the stubs and walks toward seats, followed by Mr. Curry and by John.)*

"May I have a programme?"

"Certainly. Here are programmes."

"Thank you." *(They sit down.)*

AFTER THE PERFORMANCE

"Well, what did you think of the play?"

"It was splendid. Did you like the star?"

"No. I have seen her in plays that I liked better. What do you think of her?"

"I have never seen her before and so can't compare her acting in other plays with her performance to-night."

"Her company is very good, especially her leading man."

"I want to thank you for a pleasant evening."

"Not at all. It was a pleasure to have you with me."

To this letter Mr. Nelson received the following reply:

DUFF & THOMAS
STONECUTTERS
406 Granger Street

Cleveland, Ohio, Jan. 5, 1915.

Mr. Robert Nelson,
485 East 3rd St.,
New York City.

Dear Sir:

Please come to work at once. We have steady employment for you, if your work is satisfactory.

Kindly bring your references.

Yours truly,
Duff & Thomas.

LESSON XCIII

CHANGING POSITION

(CONTINUED)

Mr. Nelson talks the matter over with his wife and he decides (makes up his mind) to go to Cleveland. He does not know whether he should take his wife along or not. This is a very serious question. Finally (at last) they decide that Mrs. Nelson will stay in New York until Mr. Nelson can find a home for his family in Cleveland.

Now everybody is busy in the house. Mr. Nelson packs his trunk. Mrs. Nelson mends the socks, irons the shirts and the handkerchiefs. The children run about the house bringing what Mr. Nelson wants. Then the expressman calls for the trunk. He gives Mr. Nelson a check and takes the trunk to the railroad station. At last the time for parting

comes. Nobody is very happy. Even the baby cries, although she does not understand what it is all about. Carrying a grip (bag, satchel), Mr. Nelson walks quickly to the railroad station.

He goes to the window marked:

TICKETS

He buys a ticket, then goes to the baggage office. Here he shows his railroad ticket and the baggage check which the expressman gave him. The baggage-master punches his railroad ticket and gives Mr. Nelson another baggage check. In a few minutes he hears a man call out: "Two-o'clock train for the West. Track number 15. Albany, Utica, Syracuse, Buffalo, Cleveland." Mr. Nelson goes aboard the train and finds a comfortable seat. The seat is not comfortable very long. After riding several hours in the day coach our friend becomes very tired. He cannot sleep. The seat in front is too close, so that he cannot even stretch his legs. The conductor passes through, and a man

near by asks if the train carries any sleepers. Mr. Nelson wants to know what a sleeper is. The conductor says: "Come along with me and I'll show you." They go into the next car and see a colored porter making beds out of the seats. One bed is let down from the side of the car and one bed is made from the seat. These are called berths. When they are made up they look like the berths on the steamer on which you crossed the ocean. The upper berth is cheaper than the lower berth, but either is too expensive for our traveller. He makes up his mind to try to sleep in the day coach. He shuts his eyes and tries to fall asleep, but the jolting of the car keeps him awake. At last he dozes, only to be awakened when the train stops at a station.

After a very long journey, Mr. Nelson hears the conductor call out: "Cleveland—Cleveland —this station is Cleveland." He gets out, takes his grip in his hand, and asks his way to Duff & Thomas's place of business.

LESSON XCIV

HOW MR. NELSON FURNISHED HIS FLAT

When Mr. Nelson had been in Cleveland two years he had saved enough money to send for his wife. When Mrs. Nelson came they lived in a boarding-house for three weeks. Mrs. Nelson wanted her own home. They looked for a flat.

Mr. Nelson rented a four-room flat on Darcy Street. It was on the second floor in front. The flat had a kitchen, dining-room, parlor, bedroom, and a bath. The landlord furnished heat for the water, but the tenant must heat the flat himself. In the kitchen there was a coal-stove for cooking, baking, and heating, in the Winter-time, and also a gas-stove for use in the Summer-time. The landlord gave every tenant a big ice-box to use. The closet for dishes was not very large, but it was large enough for a small family. Mr. Nelson bought some pretty oilcloth for the

floor of the kitchen. Besides the kitchen table, Mrs. Nelson wanted a set of dishes, some pots and pans and cutlery (knives, forks, and spoons).

Mr. Nelson wanted to buy some furniture. He bought a newspaper and in it he saw this advertisement:

CLEARANCE SALE

ARTISTIC FURNITURE

SEE SOME OF OUR BARGAINS

Dining-Room Suite, nine pieces..... $100.00
Extension Table — One Armchair
Five Chairs — Sideboard
China-Closet

Bedroom Suite, three pieces..... 60.00
Bed, Dresser, and Chiffonier

Living-Room Suite, three pieces..... 80.00
Sofa, Chair, and Rocker, Upholstered in Leather

These are examples of the bargains in this sale. The beauty and workmanship of this furniture can be appreciated only when you see it. The chairs have real leather seats.

JOHNSON FURNITURE COMPANY
420 Broadway.

Mr. and Mrs. Nelson went to the furniture store and picked out these things:

For the Living-Room, or Parlor.

A Rug	A Rocker
A Table	A Pair of Curtains
A Sofa	Three Pictures

Three Chairs

For the Dining-Room.

An Extension Table	A Sideboard
Five Side Chairs	A China-Closet
One Armchair	A Rug

For the Bedroom.

A Bed	Two Pillows
A Mattress	A Dresser
A Spring	A Chiffonier

A Rug

EXERCISES

What furniture have you in your bedroom?

Did Mr. Nelson buy any furniture which you have not in your home?

What furniture would you like for your kitchen?

What furniture does your landlord provide in your home?

LESSON XCV

HOW MR. NELSON FURNISHED HIS FLAT (CONTINUED)

Mrs. Nelson did not want to spend any more money. She said that she would make curtains for the bedroom and the dining-room later. The proprietor of the store was anxious to sell them more furniture and was willing to trust them. Mr. Nelson did not wish to buy goods on the instalment plan. He said he would pay cash for everything and that he would wait for those things which he could not afford to buy now.

When the furniture was placed in their new home, Mr. and Mrs. Nelson were very well satisfied with what they had bought. They had a very cheerful home.

When Mr. Nelson bought the furniture the salesman said: "If there is anything the

matter with the furniture when it arrives, let us know and we shall be glad to repair it."

Soon after the furniture was placed in the new flat they noticed a scratch on the dining-room table and that the glass in the china-closet was broken. Mr. Nelson was working and had no time to go to the furniture store. Mrs. Nelson could not speak English. But Mr. Nelson had learned English in the night-schools. He wrote this letter:

68 Darcy St.,
Cleveland, Ohio,
Jan. 10, 1917.

The Johnson Furniture Co.,
420 Broadway.

Gentlemen:

Last week you sold me some furniture, and you promised to repair anything which was not right.

My dining-room table is badly scratched and the glass in the china-closet is broken.

Kindly send some one to polish the table and to repair the china-closet, and oblige,

Yours very truly,
ROBERT NELSON.

The next day a man came and repaired everything. Mrs. Nelson was very glad that she had bought her furniture from an honest firm.

When the neighbors visited her, Mrs. Nelson was very proud to hear them say: "What a beautiful home you have!"

EXERCISES

Write a letter complaining that goods which you bought came damaged.

Why did Mr. Nelson write a letter?

What did the salesman promise Mr. Nelson?

Did he keep his promise?

How did Mrs. Nelson feel when the furniture was repaired?

Read the story in the present tense.

How many rooms are there in your house?

What do you call each room?

Name the furniture in your bedroom, dining-room, living-room, kitchen.

Where do you put curtains, pictures, rugs?

For what room did Mr. Nelson buy chairs, a china-closet, a dresser, a sofa?

LESSON XCVI

OUR SCHOOL DANCE

Before every holiday our school gives a party or dance to the scholars and their friends.

Last year we had a dance the evening before Christmas and another one the evening before Easter. All the men came with their wives, their sisters, or their sweethearts. The women, too, brought their husbands and their brothers. A committee of teachers and pupils took charge of all arrangements. They hired a band of four pieces—a piano, a violin, a cornet, and a drum. The large room was beautifully decorated with American flags. In one corner was a table. It held a large bowl of lemonade and glasses. A young lady served lemonade to every one.

At 8 o'clock the room was full. The men

and women, dressed in their Sunday clothes, looked fine. Soon the band played a waltz and every one who could dance took a partner for the dance. I do not know how to dance American dances, so I watched. I saw some young men who were very bashful. They wanted to dance but did not know how to ask the young ladies to dance. One of the teachers then introduced a young man near me to a girl. I heard the teacher say:

"Miss Brown, let me introduce to you Mr. Thomas."

Miss Brown: "I am pleased to meet you."

Mr. Thomas: "I am very glad to know you. May I have the pleasure of dancing with you?"

Miss Brown: "Certainly." And they waltzed around the room until the music stopped.

Mr. Thomas then brought the lady back to her seat, bowed, and said: "I enjoyed that dance very much." She smiled sweetly and said: "Thank you."

EXERCISES

Introduce one of the pupils in your class to the teacher.
Ask a lady in the room to dance with you.
Compliment the lady on her dancing.
Do you dance?
Does the school give dances?
When is Christmas? New Year's? Thanksgiving Day? Easter?

LESSON XCVII

THE POLICEMAN

The United States is a republic. In a republic the people rule. In a monarchy a king or a prince rules. In a republic all officers are the servants of the people. They must obey and carry out the laws which the people, through their representatives, make. We, the people, pay the policeman to see that our laws are obeyed. The laws are made for your protection and for mine. The policeman is your friend and not your enemy. If you are lost or if you do not know how to find

your way, ask a policeman. He will tell you. The policeman protects you from others who wish to do you harm. He sees that the streets and the roads are safe for you to cross. Here are some simple rules for you to follow; these rules are made for the benefit of all decent citizens, and it is the duty of the policeman to arrest people who do not obey these rules:

Do not spit on the floor of a train or on the floor of any public building or on the sidewalk. This law protects you against dirt and sickness.

Do not throw banana-peels, papers, dirt, or garbage on the street.

Do not obstruct the sidewalk. This means that you must not put furniture, boxes, push-carts on the sidewalk, because other people will not be able to pass.

Do not put anything on the fire-escapes. Some people obstruct the fire-escape by putting flower-pots, bedding, and other articles there. The fire-escapes must be free so that you can use them in case of danger. Most fire-escapes have on them a little sign which reads as follows:

NOTICE

Any one placing any encumbrance on this balcony will be fined $10.00.

Look for this little sign on your fire-escape.

Always obey a policeman when he says "Move on." He must see that crowds do not gather in the public streets. Crowds sometimes make riots and riots cause damage to people and to property. If you want to talk things over, go with your friends to a room or to a hall, and no one will trouble you.

A golden rule to follow is: "Do unto others as you would have others do unto you." If you always follow this rule the policeman will be your friend, you will be the policeman's friend, and you will be a welcome citizen in America.

EXERCISES

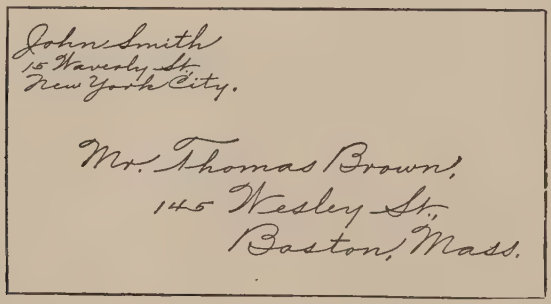
What is a republic?
What is a monarchy?
Who rules in the United States?
Who makes the laws in a republic?
Name some of the duties of a policeman.
Whose servant is the policeman?
Why do we have laws?

LESSON XCVIII

THE POST-OFFICE

Every town in this country has a post-office. It sends your letters and postal cards to all parts of the world. The cost of sending a letter is very little. You pay three cents for sending a letter to any part of the United States, its colonies, or to England, and you pay five cents for sending a letter to any other part of the world. If a letter is heavy, you must have it weighed at the post-office. The clerk will tell you how much it will cost. You must buy stamps to put on the letter before mailing it. After you drop your letter into the letter-box, a letter-carrier will take it away to the post-office, and from there it is sent to the person addressed. It is wise to have your name on the envelope as well as

the name of the person to whom you send your letter. Put your name on the upper left hand corner like this:



If you wish your letter to arrive very quickly, you must put a special-delivery stamp on it. This will cost ten cents extra. A special messenger will then deliver the letter to the person to whom it is sent before the letter-carrier would deliver it. Sometimes you want to be sure that your letter was received. You must then take it to the post-office and have it registered. That means that the post-master will make out a receipt which the receiver of the letter must sign. The letter-carrier will then bring you this signed receipt.

Packages and parcels may be sent by the parcel post. Before sending a package, take it to the post-office, have it weighed, and place the right amount of stamps on the package. You must be sure that your name is on the package. If it is valuable, you ought to insure it. This will cost only a few cents more. Then, if the package is lost, the post-office will pay you the amount for which you insured it.

You can save money by depositing it in the postal savings-bank. You may deposit any sum from ten cents up at any time during office hours, from 8 o'clock in the morning until 8 o'clock at night, except on Sundays and holidays, when the post-office is not open. Deposits draw interest at the rate of two per cent a year.

It is not safe to send money in a letter. A better way is to send money by postal money-order. The post-office charges for this service according to the amount to be sent and the

distance to which you send it. Below is given a sample money-order blank.

(Form No. 6001)

Post Office Department **No.** .....

THIRD ASSISTANT POSTMASTER GENERAL

DIVISION OF MONEY ORDERS

Stamp of Issuing Office

The Postmaster will insert

DOLLARS	CENTS

here .....
the office drawn on, when the office named by the remitter in the body of this application is not a Money Order Office.

Spaces above this line are for the Postmaster's record, to be filled in by him.

Application for Domestic Money Order

Spaces below to be filled in by purchaser, or, if necessary, by another person for him

Amount

..... Dollars .....Cents

Pay to Order of } .....
(Name of person or firm for whom order is intended)

.....

Whose Address is } No.....Street

Post Office } .....

State.....

Sent by.....
(Name of Sender)

.....

Address of sender } No.....Street

PURCHASER MUST SEND ORDER AND COUPON TO PAYEE

The back of the money-order blank reads as follows:

Fees for Money Orders drawn on Domestic Form

Payable in the United States (which includes Guam, Hawaii, Porto Rico and Tutuila, Samoa); or payable in Bermuda, British Guiana, British Honduras, Canada, Canal Zone (Isthmus of Panama), Cuba, Newfoundland, at the United States Postal Agency at Shanghai (China), in the Philippine Islands, or the following islands in the West Indies: Antigua, Bahamas, Barbados, Dominica, Grenada, Jamaica, Martinique, Montserrat, Nevis, St. Kitts, St. Lucia, St. Vincent, Trinidad and Tobago, and Virgin Islands.

For Orders From $ 0.01 to $ 2.50	..... 3 cents.
From $ 2.51 to $ 5.00	..... 5 cents.
From $ 5.01 to $ 10.00	..... 8 cents.
From $10.01 to $ 20.00	.....10 cents.
From $20.01 to $ 30.00	.....12 cents.
From $30.01 to $ 40.00	.....15 cents.
From $40.01 to $ 50.00	.....18 cents.
From $50.01 to $ 60.00	.....20 cents.
From $60.01 to $ 75.00	.....25 cents.
From $75.01 to $100.00	.....30 cents.

Memoranda of Issuing Postmaster:

NOTE.—The maximum amount for which a single Money Order may be issued is $100. When a larger sum is to be sent additional Orders must be obtained. Any number of Orders may be drawn on any Money Order office on any one day.

Applications must be preserved at the office of issue for three years from date of issue.

(EDITION Feb., 1915.)

(*To the Teacher:* Obtain copies of postal money-order blanks and distribute them to each pupil. Teach them how to fill them in and how to find the cost of sending money from your home town to their native places and various other places in which they are interested.)

EXERCISES

Where is the nearest post-office?

Where do you buy stamps for your letters?

Address an envelope to a relative or to a friend in your own country.

How can you send money by the post-office?

Read the front and back of the money-order blank on pages 194–195.

What is the largest amount you can send in one money-order?

How much will it cost to send forty-five dollars from New York City to Chicago?

How much will it cost to send fifteen dollars to a person in your own town?

How can you make a letter arrive quickly?

Why do some people register their letters?

How much does it cost to send a package by parcel post in your own town?

From your town to New York, Boston, Providence, Chicago, Pittsburg, San Francisco, Detroit, Buffalo?

LESSON XCIX

CASH OR CREDIT

Most people buy the things that they need only when they have money. We say such people buy for cash. Most retail stores like to sell for cash. Sometimes they show a sign in their place of business to tell their customers that

GOODS ARE SOLD FOR CASH ONLY

But people do not always pay cash for what they buy. We say they buy on credit. It is always cheaper to pay cash rather than to buy on credit. You always pay more when you do not pay cash.

Some people like to buy and pay on the instalment plan. That means they pay a little every week or every month until the whole amount is paid. For example: a person buys

furniture for one hundred dollars. He pays twenty-five dollars cash and then he pays four or five dollars a week until the balance of seventy-five dollars is paid. Such a person is paying instalments of four or five dollars a week.

Furniture dealers like to sell on credit because they can take the furniture back if you do not pay.

Buying on the instalment plan is much dearer than buying for cash. The furniture which costs one hundred dollars on the instalment plan can probably be bought for seventy-five dollars in cash. But the worst thing about instalment buying is the fact that many of us buy things we do not need.

EXERCISES

What other things are sold on the instalment plan?
Did you ever buy on the instalment plan?
How much more did you pay than if you had paid cash?
Why is it bad to buy on the instalment plan?
Examine the newspaper and pick out the names of stores that do an instalment business.

LESSON C

WHAT IS YOUR ADVICE?

In our house lived three families whom I shall call Blue, Brown, and Black. They each had two children, a boy and a girl. Mr. Blue's boy as well as his girl goes to school. Mr. Black, however, is not so well off, and either the boy or the girl will go to school, but he cannot afford to send both. If he sends the boy to school the girl must help her mother, and if the girl goes to school the boy must help his father; one of them must work so that the family may be supported. Mr. Brown thought that the girl ought to go to school rather than the boy, because she was brighter and because she needs the opportunity which schooling will give her. Mr. Black said that although the girl was brighter she was more needed at home than the boy. What would you advise?

EXERCISES

Fill the blank spaces in these sentences by adding another thought of your own:

Children must go to school so that .....
I shall learn English if .....
My parents are wiser than .....
He does not speak English because .....
This man is very poor although .....
I shall become a citizen when .....

Fill the blank spaces by using the proper conjunction:

America ..... France are republics.
..... Japan nor England is a republic.
You are Russian ..... he is Italian.
We shall go to the country ..... the weather is fine.
The maid said ..... dinner is served.
He remained at home ..... he was sick.
He went to work ..... he was sick.
Take a seat in the library ..... in the dining-room.
We finished our work ..... the clock struck six.
They will come to school ..... the train is on time.

LESSON CI

OBTAINING A LICENSE

Henry Stolz came to this country from Sweden. He was a carpenter in his mother country, but because he did not know how to speak English he could not find a job at his trade. He lived with a family who came from the same town, and they advised him to rent a pushcart, buy a barrel of apples, and peddle them. He did so.

The first day he took in three dollars and twenty cents, and he figured that he had made a profit of one dollar and fifty cents. The next day a policeman came and said: "Show me your license." Henry had no license and he had to go to court with the policeman. Then the judge told him that he must get a license before he could peddle, and that if he was arrested again the judge would fine him five dollars. Henry went to the city hall and re-

ceived a license for two dollars and fifty cents. After that he was never again arrested.

Not only pedlers, but lawyers, doctors, druggists, and dentists must also get licenses before they may practice. These must pass an examination to make sure that they know their business. The Department of Health gives permits to milk dealers so as to make sure that the milk is fit for human beings. It is easy to get a license, and all good citizens obey the law very gladly.

Liquor dealers, pawnbrokers, and theatres must also get licenses before they can open for business. In every saloon window you will see a license.

People who wish to get married must go to the License Bureau and get a license before they can marry. A priest, rabbi, or minister who marries a couple must see the license before he can perform the ceremony. If he marries them without a license he may be fined and sent to prison.

No one can carry concealed weapons without a license. The penalty is very severe for any one who disobeys this law. A concealed weapon is anything which can harm another person. A revolver, a large knife, a razor, or anything else which may be used to hurt a person must not be carried by any one unless he has a license to do so. Licenses are required for chauffeurs and for the holding of mass-meetings and parades. If you have a license, the police will not trouble you but instead will protect you.

EXERCISES

For what must you obtain a license?

Do you think a license law is a good law? Why?

Can you think of anything else for which a license ought to be necessary?

Must you have a license for your business?

Where can you get a license?

Examine your pockets. Do you carry anything which might be called a "concealed weapon"?

How many inches does the largest blade in your pocket-knife measure?

LESSON CII

WHAT TO DO IN CASE OF FIRE

In case of fire notify the Fire Department at once. You can do this if you keep cool and do not get excited. If you see a fire, go to the nearest fire-alarm box and send in an alarm. Then wait until the fire-engines come and tell them where the fire is. If you do not know where a fire-alarm box is go to the nearest telephone and ask for Fire Headquarters. Tell the operator where the fire is.

When you enter a strange building look around for the exits and the fire-escapes. Then

if a fire breaks out go to the nearest exit and walk out. Do not run or try to get to the exit before the people in front of you. If you are in school, and a fire breaks out, obey orders and you will be sure to get out safely. In all well-conducted schools and shops the people are trained to go out quietly and quickly. This is called a FIRE DRILL. People have lost their lives in theatres and in shops because they did not obey these simple rules.

TELEPHONE CONVERSATION

"Hello! I want to report a fire."

"I'll connect you with the Fire Department."

"Is this the Fire Department?"

"Yes. What can I do for you?"

"There is a fire at the corner of State and Clinton Streets —opposite the hotel."

"Thank you. We'll send the engines at once."

LESSON CIII

FIRE PREVENTION

When John Scutai came to America he took his wife and two children to a little flat of three rooms on the top floor of a tenement house. The other tenants in the house were his countrymen who spoke the same language and worked at the same trade. The house was a four-story frame building; that is, it was made of wood. There was a cellar in the basement of the house where each tenant kept the things he did not need or for which there was no room in the flat. One day Scutai came home and found the fire-engines in front of the house. The building was in flames and the firemen were pouring water into the house from four fire-hose. No one was allowed to go near the building. He looked around for his wife and children and at last found them

sitting on a bundle of bedclothes which Mrs. Scutai had dragged down when she heard the cry of fire. Thanking God that the family was safe, he went back to watch the fire. It was soon put out, but everything in the house had been burned. With a sinking heart Scutai went back to his wife and children to look for a place where they might spend the night. He remembered now that he had refused to pay for a fire-insurance policy because it was too dear, and now all their household goods and their clothing were gone. Later he heard that some boys playing with matches in the cellar had set fire to some rags and so caused this terrible thing to happen. Very few of the tenants were insured, because the house was so badly kept that the insurance companies wanted a high rate for insuring them. They all lost everything they had.

The story about Mr. Scutai is true. It happens every day. Sometimes the results are more serious. Every year about two hundred

lives are lost in fires and about six thousand people are hurt. The damage by fires is many millions of dollars a year. The cost of fire

"CLOTHES DRYING OVER A HOT STOVE CAUSE MANY FIRES"

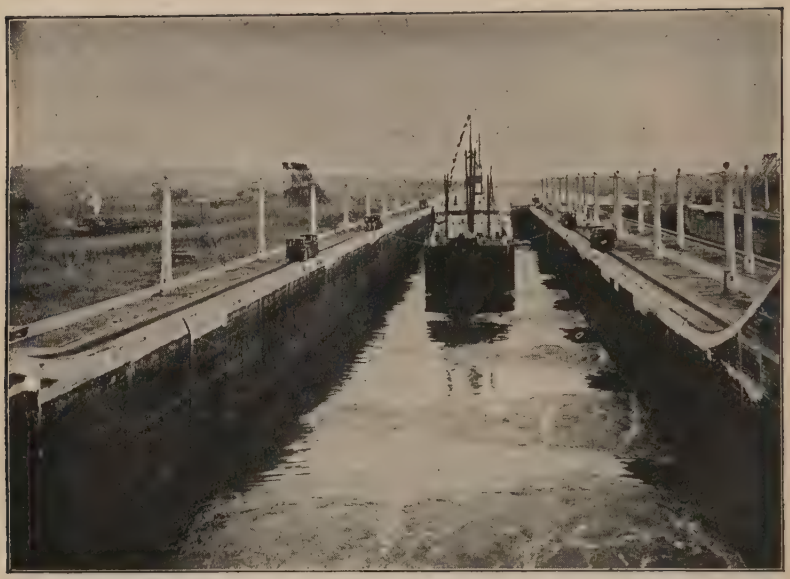
departments to fight fires in this country is over five hundred million dollars a year.

Most fires occur in the homes, not in factories, stores, or shops. Somebody is careless, a fire breaks out, and we never know where

it is going to stop. Children playing with matches cause many fires. Kerosene lamps explode if they are too full or if the wick is dirty. Lace curtains near a gas-jet or clothes drying over a hot stove cause many fires. Some people put oily rags, boxes, and rubbish in closets or in cellars. A spark from a match is enough to set them on fire. Thousands of fires are caused by people who throw away lighted matches, cigars, or cigarettes. These fires could all be prevented if people were careful.

EXERCISES

How did Mr. Scutai's house burn down?
In what kind of building did Mr. Scutai live?
Do you live in a frame or in a brick building?
How much fire insurance do you carry?
Where should clothes be dried?
Where is it dangerous to dry clothes?
What have you stored in your cellar?
How can you prevent fire breaking out in your house?



ONE OF THE GREAT LOCKS OF THE PANAMA CANAL

LESSON CIV

MOSQUITOES

Before we built the Panama Canal the French tried to build it. They had good engineers, good machinery, and enough money. Yet they failed; and it was a very small insect that caused their failure — the mosquito! In warm, marshy Panama mosquitoes

are found in great numbers. They give no rest. Men cannot eat, walk, or sleep in comfort. But the worst was that the mosquitoes carried a deadly disease — yellow fever and malaria. Men who were willing to work in Panama could not do so because they became sick; they were poisoned by the mosquitoes.

When the United States took hold of the building of Panama the government first sent sanitary engineers and doctors to find out how to rid the land of mosquitoes and how to make it healthy. When the doctors and the engineers learned enough about mosquitoes they made the land safe for workmen, and the Panama Canal was finished.

EXERCISES

Who built the Panama Canal?
Examine a map. Can you understand why it was built?
Why was it not built by the French?
Why did America succeed?
What diseases does the mosquito carry?
Who found out how to rid Panama of mosquitoes?

LESSON CV

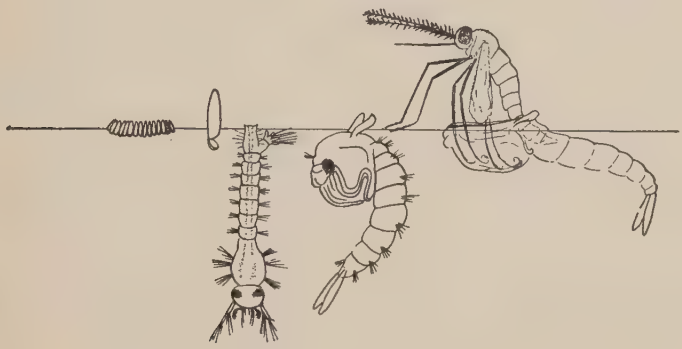
WHAT THEY LEARNED

We know now that the mosquitoes breed only in water. It takes from one to three weeks for the eggs to develop into full-grown mosquitoes.

The males die in a few days, but the females live a month or longer. Only the females bite or suck blood; the males are harmless.

Mosquitoes lay their eggs in water or in low, swampy places which will probably be covered by water. The eggs develop into worm-like insects which swim in water. From these worms, or wrigglers, the mosquitoes develop. The best way to get rid of mosquitoes is to get rid of pools of standing water. When there is no standing water there will be no mosquitoes. A pail or a rain barrel will breed

enough mosquitoes to make the lives of thousands of people miserable. A few years ago a summer resort near New York City was closed because the mosquitoes drove everybody



DEVELOPMENT OF A MOSQUITO

Egg mass, enlarged egg, hatched out larva, pupa, and adult emerging from pupa case (*After Howard, Miall, etc.*)

away. It was found that a few pails of water, kept for use in case of fire, had bred all the mosquitoes. The proprietor put fresh water into the pails every two weeks, and he had no more mosquitoes because they could not come up to breathe.

In places where it is impossible to get rid of the water, pouring oil on the water once

every two weeks will kill all the mosquitoes. Before they are fully developed, mosquitoes must come to the surface of the water to breathe through a very fine thin tube. The oil prevents them from getting air and they die in the water. The best way to make sure that there will be no mosquitoes in our neighborhood is to see that no water is allowed to gather in empty bottles, tubs, pails or boxes, or on roofs.

EXERCISES

Where do mosquitoes lay their eggs?

How long does it take for an egg to develop into a full-grown mosquito?

Which mosquitoes are harmless?

How can we get rid of mosquitoes?

What kind of water is a good breeding-place for mosquitoes?

Examine the picture on page 213. It shows how the mosquito develops very quickly from a little worm to a dangerous insect.

LESSON CVI

OUR FOOD

From the farmer we get most of our food. We get our vegetables, our meat, our dairy products from the farm. But before it comes to us many people handle it and make profit on it.

Sometimes food is spoiled by the people who handle it. The Board of Health inspectors look after the food which enters the city. They take all bad food and destroy it. They take rotten fruit and dump it into the ocean. They take spoiled meat and burn it. Bad eggs are also burned. Candy and ice-cream are sometimes impure. Manufacturers of candy use poisonous coloring matter and they use bad milk for ice-cream. In sausages inspectors have found spoiled meat and poisons.

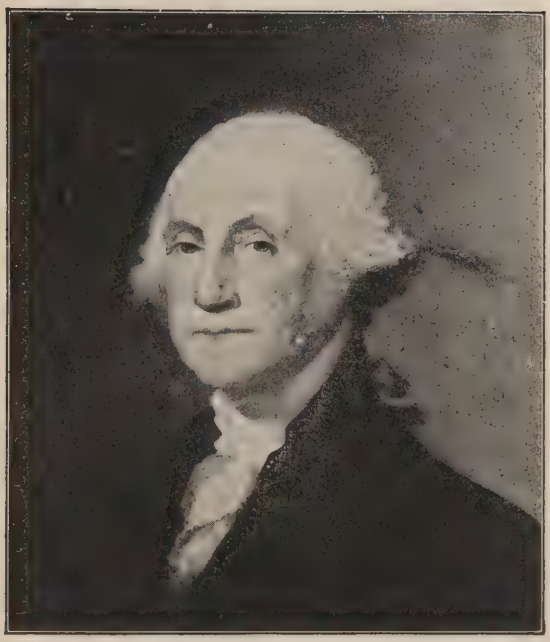
Canned goods spoil sometimes because the

food was bad or because they were not properly packed.

In the city the inspectors examine all food which enters. In the country inspectors are not needed so much. Why not? And yet much rotten and poisonous food is eaten by people, and many people die because they eat impure food.

Inspectors examine eggs, milk, meat, fruit, and vegetables. They also go to the depots where food is received, to the milk stores, to butchers, groceries, restaurants. They examine the wares on the push-carts and on stands. It is hard for a poor pedler to lose the money he paid for rotten fruit, but it is much worse for some poor people to become sick.

Do not buy impure food because it is cheap. It will be very dear in the end. Do not buy uncovered food and candy. Fresh fruit should be washed with cold water before eating. Uncovered food becomes dusty and may cause serious sickness.



LESSON CVII

OUR PATRIOTIC ASSEMBLY

On February 22, 1732, George Washington, the Father of His Country, was born.

He fought for us in the Revolutionary War to make this country free and independent. After the war George Washington was elected

President of the United States. He served two terms of four years each and then refused to be elected for the third time. We pay respect to his memory by making his birthday, February 22, a national holiday.

We celebrate Washington's birthday in our schools by assembling the pupils. The teacher tells them what George Washington did for his country. Then some pupils make speeches about Washington. We sing "America" and the "Star-Spangled Banner."

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
    Of thee I sing;
Land where my fathers died!
Land of the Pilgrims' pride!
From every mountain side
    Let freedom ring!

My native country, thee,
Land of the noble free
    Thy name I love;

I love thy rocks and rills,
Thy woods and templed hills:
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our father's God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King!

THE STAR-SPANGLED BANNER

O, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,

O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, bombs bursting in air,
Gave proof through the night that our flag was still there.

CHORUS

O, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:

CHORUS

'Tis the star-spangled banner: O, long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:

CHORUS

And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O thus be it ever when freemen shall stand
Between their lov'd home and wild war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"

CHORUS

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

THE PLEDGE TO THE FLAG

I pledge allegiance to the Flag and to the Republic for which it stands. One nation, indivisible, with liberty and justice for all.

LESSON CVIII

BECOMING A CITIZEN OF THE UNITED STATES

FIRST STEP: FILING THE DECLARATION OF INTENTION

Mr. Nelson was very happy in his new position; still he felt strange and not entirely at home. His friends and the other workmen in the factory often asked him this question: "Are you a citizen of the United States?" He heard many other people answer this question proudly, "Yes, I am a citizen," but our friend had to answer truthfully: "No, I am not yet a citizen."

One day Fred Stone, his neighbor, said: "To-morrow we shall have little work. Let's go to the court-house and get our citizenship papers." So the next day both men went to the court-house. The clerk asked them many questions and told them what to do to become citizens of the United States. He told them that they must live five years in this country before they could get citizenship papers, and that the first step toward getting

them is the filing of a paper called a *declaration of intention*. This paper is sometimes called the *first paper*. Two years after filing this paper they must apply for the *certificate of naturalization*, or *citizenship paper*.

They decided (made up their minds) to file their declaration of intention at once. Each one of them answered the questions put to him by the clerk. They signed the paper and swore that what they had said was true; then they paid the clerk one dollar and received from him a copy of their declaration of intention. The clerk told them to keep this paper and to attend a night-school so as to learn about our government.

EXERCISES

(Before you file your declaration of intention, be sure you know how to answer these questions):

Where were you born?

What is your height? your weight?

At what place did you board the ship which brought you to this country?

LESSON CIX

BECOMING A CITIZEN OF THE UNITED STATES (CONTINUED)

SECOND STEP: FILING THE PETITION

Two years after filing his declaration of intention Mr. Nelson again went to the court-house. He knew now what to do because his teacher had told him. He brought with him two friends, both of whom were citizens. They knew him well, and they were able to swear that Mr. Nelson had lived five years or more in this country and that he was a man of good character. These men were his neighbors, and in their talks with Mr. Nelson they had found out that he was a lover of this country and that he always obeyed our laws. Mr. Nelson also brought with him his declaration of intention. The clerk now asked some other questions, such as:

Are you married?
What is your wife's name?
Where was she born?
Where does she reside (live)?
Have you any children?
What are their names?
When and where were they born?
Where does each reside?

Then the clerk read a long statement which Mr. Nelson understood very well because it had been explained to him at the school. Mr. Nelson was asked to swear to each part of this statement:

1st: That he believed in organized government and that he did not belong to any society which did not believe in such government.

2d: That he was not a polygamist (had not more than one wife) and that he did not belong to a society which believed that it was right to have more than one wife.

3d: That he believed in the Constitution of the United States.

4th: That he threw off forever his allegiance to any foreign prince or ruler.

5th: That he could speak the English language.

Mr. Nelson paid the clerk four dollars and received a certificate stating that he had filed his petition. But he was not yet a citizen of the United States. The clerk told Mr. Nelson to come back in ninety days, to bring his certificate and his two witnesses. He would then be examined by the court as to his fitness to become a citizen of the United States.

EXERCISES

What do we call people who do not believe in organized government?

To whom did you owe allegiance before you came to America?

To whom do we owe allegiance in America?

(*To the Teacher:* Copies of the declaration of intention may be obtained from the clerk of the naturalization court and may be filled out by the pupils in the classroom, with the assistance of the teacher.)

LESSON CX

BECOMING A CITIZEN OF THE UNITED STATES

(CONCLUDED)

THIRD STEP: THE HEARING

Ninety days after filing his petition Mr. Nelson and his two witnesses again came to court. This time he was taken into the court-room before the judge, who was sitting on the bench. The judge questioned the two witnesses. He asked them what they knew about Mr. Nelson; how long they had known him; where they first met him; what kind of man he was. Then the judge asked Mr. Nelson some questions. The judge wanted to make sure that Mr. Nelson understood what our government is, how we are governed, who makes our laws, and whether Mr. Nelson had read the Constitution of the United States. The judge was very well satisfied with Mr. Nelson's answers and asked him to swear to the

OATH OF ALLEGIANCE

I do hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to the King of Sweden, of whom I have heretofore been a subject; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign or domestic; and that I will bear true faith and allegiance to the same, so help me God.

And now Mr. Nelson is happy. Not only is he a citizen of the United States, but his wife and his children under the age of eighteen also are citizens. They all have the same rights as those Americans who have lived a long time in America, or have even been born in America, except that naturalized citizens have not the right to be elected President of the United States. The Constitution provides that the President of the United States must be born in the United States.

LESSON CXI

QUESTIONS

Be sure you are able to answer these questions before you appear at the hearing for your naturalization papers:

What is the form of government under which we live?
What is a republic?
What is a monarchy?
Who makes the laws in our country?
What is the Constitution of the United States?
Who made the Constitution?
What are the three branches of our government?
What is Congress composed of?
How many senators are there in the United States?
How many senators are there from your State?
How many representatives are there from your State?
Where does Congress meet?
Who is the President of the United States?
Who is the governor of your State?
For how long is a President of the United States elected?

For how long are each of these elected: A representative? A United States senator? The governor of your State? The mayor of your city? The assemblyman of your district?

Who enforces the laws of the United States?

What are the duties of the United States Supreme Court?

What congressional district do you live in?

Who is your congressman?

Who is the commander-in-chief of the United States Army and Navy?

How is the President elected?

If the President dies, who will take his place?

What office does the Vice-President hold in the Senate?

Who selects the judges of the United States Supreme Court?

Who makes the laws for your State?

Where is the capitol of the United States? of your State?

Who makes the laws for your city?

Who is the chief officer of your city?

Who elects the mayor of your city?

APPENDIX

EXERCISES IN PRONOUNCING

Short i	Long e
it	eat
bit	beat
is he?	easy
hit	heat
grit	greet
fit	feet
mit	meat
slit	sleet
knit	neat
sit	seat

These words are pronounced with a short u sound as in but :

come	not calm
other	not odder
mother	not mudder
another	
up	
some	
sum	

wh is pronounced hw:

when say hoo-en
why not vie
where not ware
what
who
whose
whom

w is pronounced by rounding the lips for whistling and saying oo, thus:

wait (pronounce oo-ait)	well
wine	wood
window	water
winter	will
walk	wander
wall	weave

The sound of v is made by biting the lower lip with the upper teeth:

vine	vim	vent	vaseline
very	vigor	vice	vomit

There are two sounds of th—voiced and breath—these are produced by placing the tongue between the teeth,

but the voiced sound is produced with voice, while the breath sound is made with breath only.

Voiced sounds of th:	Breath sounds of th:
this	thin
that	thank
these	theatre
those	breath
them	think
then	youth
father	mouth
there	myth
breathe	bath
other	birth
with	earth

Sound of j is pronounced with voice—ch is pronounced with breath:

enjoy	children
joke	chop
journal	chance
just	cheat
jam	Charles
junk	chat
George (g pronounced j)	shoes
German	choice

The ng sound is produced by holding the breath and allowing the sound to go through the nose. Be sure you do not add a g or a k sound at the end of the word:

sing	ring	young
singing	ringing	long

ng sounds

length	bring
strong	cling
wrong	

These words are pronounced as if an additional g were added to the second syllable:

hunger, hung-ger	stronger, strong-ger
linger, ling-ger	younger, young-ger
finger, fing-ger	English, Eng-glish
longer, long-ger	

The sound of oi is made by saying aw-ee:

oil	toil	broil	choice
boil	soil	voice	noise

The sounds of d and t are often mispronounced. The sound of d is made with the voice, while the sound of t is made with breath only:

dear	tear
down	town
do	to
dray	tray
dry	try
dug	tug

p is a breath sound:	b is a voice sound:
place	blaze
pit	bit
putter	butter
pun	bun
pin	bin
pill	bill
pier	beer

gh has several different sounds in English:

gh silent:

daughter	light
caught	bright
taught	fight
slaughter	might
weigh	night
weight	dough
sleigh	through
neighbor	

gh pronounced as f:

cough	rough	enough

Sounds pronounced like e in her:

her	verse	hurl
bird	work	pearl
girl		